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# ATHLETIC JOURNAL

Vol. XXVII, No. 6

February, 1947



THE LITTLE LEAGUE

1946-1947

UNIVERSITY OF ILLINOIS

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### FRONT COVER ILLUSTRATION

Frankie Crosetti, Yankee's shortstop is attempting to steal in the eighth inning of opener at Yankee Stadium. Don Kolloway, White Sox second baseman, makes the putout.

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# from here and there - - -

**Y**EARs of attending the American Football Coaches Association meetings never produced the tongue wagging that the recent convention in New York did. The air was full of the latest word on where so and so was going. Some of the changes announced either at the time of the convention or immediately thereafter: Ed McKeever who resigned at Cornell went to San Francisco University. "Tex" Oliver resigned at the University of Oregon and was replaced by Jimmy Atkin of Nevada University and high school ranks. "Hooks" Mylin resigned at Lafayette, Clark Shaughnessy resigned at Maryland to devote full time to professional football. George James, assistant at Cornell was upped to the head spot. Harold "Red" Drew resigned at Mississippi to succeed Frank Thomas as football coach at Alabama. Bob Woodruff, line coach at Georgia Tech went to Baylor as head man. . . . The V5 navy program held a reunion with some 300 attending the meeting, presided over by Frank Wickhorst and Tom Hamilton. . . . Numerous high school coaches were in attendance. Among those present, S. W. Wolf of Williamsport, Pa., J. D. Floyd of Highland Park High School, Highland Park, Ill., Walter Aachenback of New Trier High School, Winnetka, Ill., and Glen Silcott, Elkhart-High School, Elkhart, Ind.

**A**L PRETTYMAN, for years head of the physical education department at Hamilton College resigned to become assistant athletic director at New York's three emergency colleges at Champlain, Plattsburg and Mohawk. His place was taken by Max Weber, assistant football coach and head basketball coach. . . . Walt Homer resigned as football coach at Boston University to become athletic director at the Cushing Veterans Administration Hospital in Massachusetts. . . . Merwin Polter, formerly head of the physical education department at the University of Kentucky, followed his Kentucky calling by resigning to become general manager of the Lexington Trotters Breeders Association. . . . The Minnesota Coaches Association passed a resolution recommending that the block letter be used only for athletics. . . . A new athletic association has been formed by the New England land grant colleges to be called the Yankee Conference. Members will be Maine, New Hampshire, Connecticut and Vermont Universities, Rhode Island State and Massachusetts State College. Conference championship play will be optional for the time being. . . . Michigan

will again hold their baseball clinic in conjunction with the Detroit Tigers. . . . Between September 1940 and November 1946 payments under the Michigan Benefit Plan were made on 6,602 allowed claims for a total of \$100,963.25.

**H.** S. DE GROAT, director of physical education and recreation at Newton, Conn., author of the popular baseball coaching kit and a frequent contributor to these pages has two sons in the coaching field. Eric, former chief pilot at Navy Flight School, Athens, Ga. is coaching at Washington, Conn. Robert, Springfield graduate in 1943 is at Tower Hill School, Wilmington, Del. Robert was released from Buckenwald prison by the Russians after having been a prisoner for five months when his plane was shot down over Hungary. . . . Bob McBride, a tackle on last fall's undefeated Notre Dame team has been appointed football coach at Mt. Carmel High School in Chicago, succeeding Wally Fromhart who went to Loras College. . . . Minnesota makes a monetary allowance for expenses of bands of participating schools in the basketball tournament. Minnesota is also the only state sponsoring a state high school hockey tournament. . . . Can any one help us out on this, what is the record number of points scored in a season by a six-man football team? Last fall Prescott High School of Prescott, Washington, piled up 406 points in ten games.

**J**OE KUCHARICH, Notre Dame guard 1935-1937 and later in professional football will be Ed McKeever's line coach at San Francisco University. Joe played service football at Great Lakes early in the war. . . . Jim Tatum signed his old team mate at North Carolina, George Barclay as his line coach. . . . Wally Lowry whose Northwestern High School swimming teams captured the last two Detroit entry championships is now handling the tank candidates at University of Detroit. . . . Warren Huston, assistant to Ossie Solem last year at Springfield, has been named football coach and assistant director of physical education at Newton, Mass., High School. . . . Bill Erwin who developed three Class B basketball championship teams while at Braintree, Mass., moves to Weymouth, Mass., High School. . . . When Blair Gullion resigned at the University of Connecticut to go to Washington University, Hugh Greer, freshman coach was elevated to the top spot. . . . The Board of Control of the Wisconsin Interscholastic Athletic Association went

(Continued on page 53)



## EX-COACH WRITES:

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# Catching Skills

By James Smilgoff

Baseball Coach, Taft High School, Chicago



Upper left, George Dickey.

Upper right, Warren Rosar.

Center left, Robert Swift.

Center, George Tebbetts.

Center right, Al Evans.

Above, Mike Tresh.

**T**HIS article is a follow-up to the one in the January issue *Receiving Techniques In Catching*, in which catcher's equipment, signals, stance, and receiving the pitch were discussed. In this present article, throwing, fielding, covering home plate, and backing up are the topics discussed.

## Throwing

One of the requisites of a good thrower is a strong throwing arm, or at least a fairly strong one. A catcher who does not have too strong a throwing arm may compensate for this by being exceptionally accurate and by getting the ball away fast. Accuracy is a necessity for a catcher since oftentimes the outcome of a game may be decided by an attempted steal in the late innings. A fairly strong arm with accuracy is better than a very strong arm without accuracy. Of course, a combination of the very strong arm with accuracy is most desirable and should be the goal of all prospective catchers.

All throws made by the catcher should be overhand as this is a truer type of throw and easier for infielders to handle. Furthermore, this type of throw leads to

greater accuracy (Illustration 1). It also allows for more carry or flight to the ball due to an upward rotation or spin on it as it is released off the finger tips. This

**JAMES SMILGOFF** got his baseball start at Lane Technical High School, Chicago. There he played on three consecutive teams that reached the finals for the city championship. His next stop was at the University of Wisconsin, where he was elected captain of both the freshman and varsity baseball teams. His batting average during his collegiate career was close to the .400 mark. This was followed by a career in professional baseball in the Mississippi Valley League, Western League, Texas League, and Eastern League. In 1940 he became affiliated with the Chicago Cubs as baseball instructor for farm talent and scout. Since then he has served as technical advisor for two movie shorts on baseball, and in 1946 was coach, under Ray Schalk, of the United States All-Star Amateur team that played in the Polo Grounds.

Acknowledgment is hereby made to Coronet Instructional Films for the use of pictures of Mike Tresh illustrating catching techniques in this article. These pictures are from the film, *Catching Fundamentals*.



Illustration 1: The overhand throw is more accurate, and easier for the infielders to handle.



Illustration 2: The stance with runners on base should be a low one with legs well spread.

is particularly important in throwing to second base. Furthermore, this type of throw is most easily handled by the infielder covering the bag. Side-arm throws tend to leave the line of direction between thrower and receiver, and oftentimes tend to dip into the runner, thus making a difficult play for the infielder.

The stance of the catcher when there are runners on base should be a low one (not a squat) with legs well spread (Illustration 2). Inexperienced catchers often make the mistake of taking too high a stance, thus necessitating an extra downward motion to catch a low pitch, and then a straightening-up to throw. This downward motion may be eliminated if the catcher takes a low stance.

A catcher should concentrate on catching the ball cleanly, prior to making the throw. Oftentimes young catchers in their hurry to get rid of the ball violate the infallible rule that, "You can't throw the ball at all if you don't have it."

A catcher should use proper footwork, and shift according to the pitch. In this way, proper body balance is maintained in getting ready to make the throw. As the ball settles into the glove, the catcher should grip it with the thumb and first two fingers of the throwing hand. Bringing the catcher's glove up and back to a throwing position often helps in obtaining a grip. In other words, as soon as the ball settles into the glove and is covered by the throwing hand, he should use the glove to feed the ball into the gripping hand by pushing the glove and ball upward, thus forcing the ball into the throw-



Illustration 3: Use the glove to help force the ball into the gripping hand in attempting to throw.



Illustration 4: The back is in a coiled position ready to snap forward behind the throw.

ing hand (Illustration 3).

In swinging the arm backward and up into throwing position, it is important to keep the arm bent at the elbow, and in as much of a relaxed position as possible. Stiff or straight arms cannot be powerful

arms since they lose arm leverage behind the throw. It is good to remember at this time that tense muscles are inaccurate muscles.

The wrist should be "cocked" backward with the ball held about ear level in the throwing position. The back should be bent slightly back in a coiled position ready to snap forward behind the throw (Illustration 4).

The throw should be an overhand one, with the ball being released off the ends of the fingers with an upward spin (Illustration 5).

The catcher should release the ball with the weight over the forward foot (Illustration 6). This helps put body weight and power behind the throw. The throw should be accompanied by a rolling motion of the shoulder. This helps maintain arm relaxation and proper body balance.

In the follow-through, the arm should be kept well forward and fairly high. Dropping the arm too soon may lead to improper wrist action on the ball, thus resulting in too short a throw (Illustration 7).

### Throwing Against the Double Steal

With runners on first and third base the possibilities for a double steal are "ripe". On the straight double steal, when the runner on first breaks with the pitch, the catcher has a choice of plays involving different throws. The type of play selected should depend upon the outs, the score, inning, speed of the base runners, strength of the batter at bat, ability of the defensive fielders, and throwing strength of the infielders.

The catcher may select any of the following plays for this situation:

1. Throw to second base to get the run-



Illustration 5: The throw should be an overhand one.

ner when his team is ahead in the score.

2. "Look" the runner back to third base and throw through to second base, depending upon the shortstop and second baseman to decide upon tagging the runner or returning the throw to home plate.

3. Bluff a throw to second base and throw to third to try to catch that runner.

4. Throw to the pitcher who, as a cut-off man, tries to catch the runner off third.

5. Throw to second for a cut-off play with the second baseman or shortstop acting as the cut-off man.

6. Throw directly to the second baseman in his position. The second baseman comes up to receive the ball (He does not move over to cover the bag), and returns it to the catcher or to the third baseman.

7. Step toward second to throw, but pivots on his left or forward foot and throws across his body to the third baseman. This is a rather difficult individual technique to master.

8. Throw directly to the third baseman if the runner on third has a big lead and looks anxious to score.

9. He should make no attempt to stop the steal to second if there are two outs, and the score is tied in the last half of the ninth inning, with the winning run on third base, and his pitcher is pitching a good game.

A double steal with runners on first and second base may also be attempted. On this type of steal, the catcher should not always throw to third base. He should consider the speed of the runners, and the lead, break, and start that the runners get. When the runner on second gets a good lead and start, and looks as if he may be safe, due to his start on the pitch, the catcher should concentrate on the throw to second base to get the other runner. Usually, the runner going to second base

gets a slower start since he starts after the runner on second starts for third.

Another double steal involves runners advancing from third and second bases respectively. This really is a steal of home, with the runner on second advancing to third on the play at the plate. However, as in the double steal involving runners on first and second, the runner farthest from home plate might be the one on whom it is easiest to make the play.

### Fielding Bunts and Pop Flies

*Fielding Bunts:* In fielding bunts or slowly hit balls in front of the plate, most



Illustration 7: In the follow-through the arm should be kept fairly high and well forward.



Illustration 8: Field a bunt with the body and legs to the left of the ball.

catchers prefer placing the body between the ball and the left-field foul line, whether or not the ball is to the left or right of the pitching mound. On balls bunted to the first-base side, the catcher runs to a point over the ball with his body and legs to the left of the ball (Illustration 8).



Illustration 9: Use the mitt as a scoop by scooping the ball into the mitt with the bare hand.



Illustration 10: In discarding the mask, throw it off with an upward swing by grasping it at the chin pad.

By using the mitt as a scoop, the catcher scoops the ball with his right hand into the mitt, takes a step with the right, then left, in a rhythmic 1-2 count in the direction of the base to which the ball is to be thrown (Illustration 9). If the ball is bunted toward the pitcher's mound or third base, it is fielded in the same way except that a greater shift with the feet will have to be made if the throw is toward first base.

It is best not to peck at the ball, trying to pick it up with the bare hand, because, in using this technique, the ball must be picked up cleanly at the first "peck." Furthermore, the ball must be gripped at the same time for the throw. This fielding motion is not as natural a fielding motion as using the glove as a scoop.

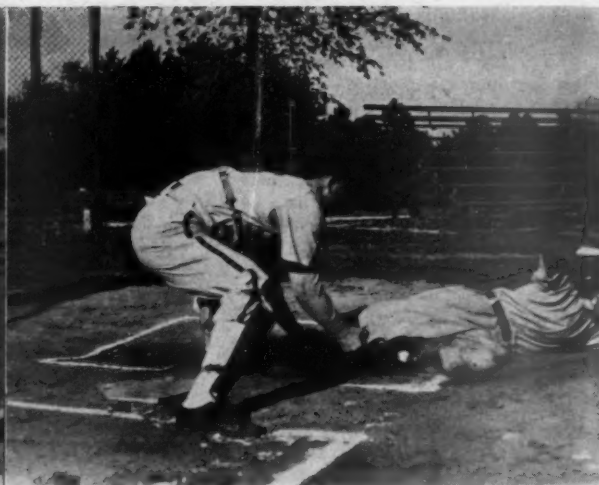
*Fielding Pop Flies:* Another of the catcher's duties is to catch pop flies, often called pop fouls. Practice in this phase of the game is often neglected due to the manner in which public fields are constructed. In most public parks there is a spectators' protective screen just a few feet behind, and to each side of, the



Illustration 6: Release the ball with the weight over the forward foot.



**Illustration 11:** Some catchers like to slide the left foot side-ward while making the tag, at the same time allowing the base runner to slide between their legs.



**Illustration 12:** The catcher should make the tag with the ball in his bare hand.

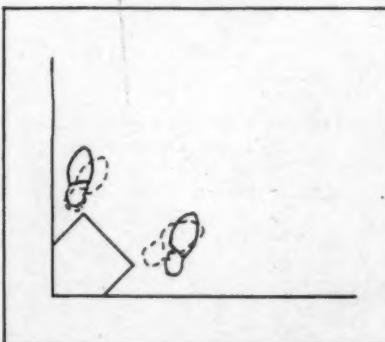
catcher. Thus, there is very little opportunity for the catcher to field a pop fly. Yet, in better classifications of baseball, the fielding of pop flies by the catcher is a necessity due to the space (usually 60 feet) behind him.

In fielding pop flies, the catcher should run on the balls of his feet, and not flat-footed. This decreases the jarring motion of the body as the feet hit the ground, since the balls of the feet act as a cushion and shock absorber for the body weight. Catchers should remember this technique when it seems as if the fly ball is jumping or coming down in spurts. A catcher should start fast on the pop fly hit away from the plate; and start slowly on the pop fly hit straight up above the plate. It may help to know that most pop fouls raised by a right-handed hitter go to the right, toward the first-base side, and those hit by left-handed hitters usually go to the left or toward the third-base side. This, however, is only a general occurrence, and is not infallible. On a pop fly to the catcher, the batter hits under the ball causing it to go up in the air with an upward spin or rotation. Under ordinary weather conditions, with little wind, the ball will tend to come down in a slight arc toward the playing field. This includes balls raised into the air behind, above, and slightly in front of, the catcher. On balls fouled behind the catcher, he should turn, start for the ball and allow it to lead him by about a step, since the ball will tend to come toward him in a slight arc. If the catcher were to align the ball with his glove, and not take the arc descent of the ball into consideration, he might find the ball coming down slightly behind him. In other words, the catcher should turn and allow this type of foul fly to rotate in a slight arc into him.

On fly balls hit directly above the catcher, or slightly in front of him, he should align the ball directly over his head,



**Illustration 13:** In order to be effective as a backer-up, the catcher must leave his position quickly.



**Diagram 1:** On a tag play at the plate, the catcher is crouched, well-balanced, and comfortable with the left foot just in front of the inside corner of the plate and the right foot well balanced to the side.

thus allowing for the rotating ball on its descending arc to carry slightly in the direction of the infield, and thus into the catcher's glove.

In discarding the mask on pop flies, the

catcher should throw the mask off with an upward swing of the right hand by grasping it at the bottom of the chin pad (Illustration 10). On pop fouls near the plate, it is best to throw the mask off hard so that it will land out away from the nearby fielding territory. On this type of play, some catchers prefer grabbing the mask by the chin pad and throwing it away from the fielding territory so as to avoid stumbling over it.

### Covering Home Plate

On all tag plays at the plate, the catcher should face the fielder making the throw to the plate. As soon as a ball is hit, and a play at home plate possible, the catcher discards his mask and takes his basic tagging position. He should face toward the direction of the ball with his left foot, just in front of the inside corner of home plate, with the right foot straight to the side in a comfortable, well-balanced, slightly crouched position (Diagram 1).

The feet should be spread fairly well, with the weight on the balls of the feet, and with the body relaxed. The hands are out in front of the body ready to catch the ball. On balls hit to the outfield, the catcher's eyes quickly glance back and forth between the runner and the ball to determine whether the play should be directed to home plate or to another base. The catcher must call out loudly and often whether to let the thrown ball come through to the plate, or whether it should be cut off by another player for a play elsewhere.

As the ball settles into the glove, some catchers like to shift the left foot about six or eight inches farther to the left, thus allowing the incoming runner to slide in between their legs as the tag is made (Illustration 11).

Other catchers prefer dropping to one  
(Continued on page 62)

# Track Tips

By Branner Purdue

Colonel, Infantry, National War College

**W** E COACHES of track and field, as do all other coaches, continually ask ourselves, "What new ways might there be to increase our chances of winning?" This question usually remains unanswered because additional ways of increasing a team's performance are discovered only infrequently. There are no short cuts in obtaining coaching success for the reason that the teaching of track skills is primarily and mainly dependent upon meticulous attention to fundamentals. However, as the result of observation, study, analysis and talks with various coaches, I have been able to learn a few points—some new, others known but not commonly used—which have materially increased the team's probability of winning.

## Practice in Rate of Pace

The first of these points is practice in learning rate of pace. For a half-mile or a longer distance runner to reach his best possible time, it is essential that he run the race according to schedule. If his rate of speed for the first fourth of the distance is exactly right, the chances are that his timing will be correct throughout the rest of the contest. An exercise to teach the runner this all-important initial rate of speed may be combined with general running about once a week. For example, Jim Strong, a half-mile, is of the type who should cover the first 220 in twenty-eight seconds. With three or more team mates, he starts on signal, his run being timed. He concentrates upon running a 220 in exactly twenty-eight seconds while his team mates interfere with him in any manner other than jostling—one moves along side Jim in an effort to draw him out faster; later, another runs in front of him and then very gradually slows down; while the third attempts to upset him by some kidding. After a rest, Jim may repeat his trial, or he may then join the interference while another team mate is making a practice run. In this way, young runners can have fun while toughening themselves and, at the same time, can learn to set pace exactly right regardless of interference.

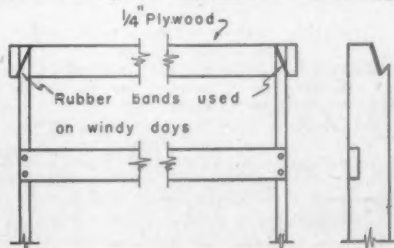
## Curve Running

Sprinters and quarter-milers may be taught curve running during wind sprints. Learning while wind sprinting tends to make the strenuous exercise enjoyable, or as nearly enjoyable as this form of torture can be. Runners are instructed to

reach full speed about ten yards before the start of the curve and then to concentrate upon the slight shifts of form which are essential in causing the runner to follow the curve without having to exert muscular effort to counteract centrifugal force. The shifts of form are: turning the right toe in, dropping the left hand, and leaning the head to the left. It is important to note that each one of these three shifts is limited to a small movement. The various degrees of movement required are determined by experiment, the shifts being such as to cause the runner to follow the curve easily and naturally. Furthermore, they should be made, or effected, about two strides before reaching the tangent.

## Length of Stride

Too many track men use a stride of incorrect length. In fact, probably there are more runners who err in this respect than there are runners who use the most efficient stride. Of the two faults, overstriding and understriding, the former is far more prevalent and also more damaging. Overstriding causes tenseness, bounding, a braking action each time the foot strikes, and fatiguing shocks on the legs. One way of determining this fault is to inspect spike marks after a man has run at racing speed on a freshly dragged section of track. His length of stride should be his comfortable maximum and yet short enough to throw cinders to the rear. The sprinter should kick cinders backward six or more inches, and the middle-distance runner about three inches, while the distance runner should move them about an inch. These figures are only approximate because they, of course, vary according to the texture of the track—the point to note is that the faster a man is running, the farther he should throw cinders to the rear. Above all, it should be remembered that forward displacement of the cinders is an absolute indication of overstriding. Colonel A. S. Newman, West Point miler, track team captain in 1925, and a member of the 1928 Olympic modern pentathlon team, has described an interesting



**BRANNER P. PURDUE**, Colonel, Infantry, was a quarter miler at West Point. Before the war, he coached track and other sports at Schofield Barracks, Hawaii, which had a conference of ten regimental teams. Each season's schedule for track consisted of dual and triangular meets and a final championship meet. His teams are credited with four championships and two second places.

method of determining the most efficient length of stride. I have not had the opportunity of proving his method but because I have so much respect for his ability and judgment, I consider it well worth while to include a description of his solution, which is particularly applicable to advanced runners. Red Newman relates how, when he was training for Olympic trials, his performance was below expectations. Diagnosing his trouble as overstriding, he set out to correct this error. First, he caused the front stretch of the track to be dragged clean. Then, after thoroughly warming up, he ran his distance of 4000 metres. Each time he entered the straightaway, he chose a fresh lane and closed his eyes for a few steps while adjusting his length of stride until it felt the most comfortable. Next, after completing the run, he inspected the different lengths of stride used during the various laps. Finally, he schooled himself to run with the lengths thus determined and almost immediately brought his time down to the standard for which he was striving. Regardless of the method used, determining the most efficient length of stride will materially increase a runner's performance.

## Hurdling

In many conferences, particularly in junior associations, the two hurdling events are wide open for places and points that often mean the difference between winning or losing a meet. Young hurdlers may gain the skill needed to earn these points only by practice. Unfortunately, there is a decided limit to the number of times a man can practice hurdling. The hurdler's legs cannot withstand too many strains of take-off and the even greater shocks of landing. Beginners, also, frequently lose important training time because of bruised knees and ankles. Some of the authors of text books on track coaching advocate training on grass and over safety hurdles, but all too often their recommendations are ignored. This important training factor should not be disregarded, because a man or boy can spend twice as much time hurdling on soft turf as he can on cinders without adversely affecting leg spring. Safety hurdles should be used; the illustration shows an excellent type. The improvisation of placing a light bar across

(Continued on page 52)

# Feinting the Defensive Man

By George V. Hasser

Basketball Coach, St. Louis University High School

*THIS is the second article to appear this year by George V. Hasser, basketball coach of St. Louis University High School whose team won the state championship in Missouri in March 1946. In his three years of coaching at St. Louis University his teams have won the St. Louis district tournament twice, the consolation championship of Missouri in 1945 and the state championship in 1946.*

**A**S A PLAYER advances from one class to a more superior class of basketball, he finds himself meeting smarter, more able opponents. He learns that more ability is demanded of him if he is to score against the defense. He becomes faced with an opponent who is, generally, physically his equal; and he soon realizes that, if he is to be effective, he must have, among other skills, an ability to deceive his opponent, thereby weakening the defensive position of his opponent, and making him vulnerable for the attack.

The greatest deceptive weapon in the hands of the offensive man is his ability to feint his opponent out of position whether the offensive man has, or does not have the ball. The better the basketball, the more essential it is that the offensive man make his opponent believe that he will do other than that which he plans to do.

The offensive man must make a quick study of his opponent in order to learn whether he is fast or slow. He must learn whether his opponent falls in very close to the basket that he is defending or whether he will come out and cover him at a distance. He must know whether his opponent has a tendency to cover him closely or in a loose fashion. Meanwhile, the offensive man is not only studying the particular individual guarding him, but he is also shaping a mental picture of the whole defensive team as to whether they fall in close to the basket or play a semi-pressing game. The offensive man is particularly alert to note obvious weaknesses in his opponents. With a general picture of the defense in mind, the offensive man will follow a definite, though elastic, plan as how best to outwit his opponents, meanwhile grasping opportunities as they present themselves.

When the offensive man finds himself pitted against a slow, but smart and rugged, opponent who plays him rather loosely, he will probably find the feinting will be rather ineffective. When this is the case, he must play a fast game, and break ahead of his man as often as possible. He must use such little tricks as change of direction, and change of timing in his running and dribbling. The offensive man will probably find that his fast-break game will be effective and that he will get many semi-long shots over the head of this loose-playing man. If the same type of opponent

plays the offensive man very closely, then the defensive man should be easy to lose by moving quickly, and by the simple method of quick change of direction of one's running and the setting-up of screens against him.

When playing against a fast, close-

Diagrams 1 and 2: Forward A feints to the opposite side of his dribble in order to place B in a poor defensive position.

Diagram 3: Guard A places B in a poor defensive position because of the feint to go inside.

Diagram 4: Guard A places B in a poor defensive position by feinting to go outside.

Diagram 5: A is dribbling fast ahead of B. A stops suddenly, feints to shoot, and B's momentum carries him past A. A then shoots after putting B in bad position.

Diagram 6: Forward A gets ahead of defensive B by a quick-change-of-direction run.

Diagram 7: Forward A feints to stay outside then suddenly changes direction to lose his man.

Diagram 8: Forward A runs B into the post man by feinting to go behind the post then suddenly changes direction and cuts sharply by A.

Diagram 9: Again B is run into the post man by the feint to one direction and sudden change to another.

Diagram 10: Forward A from a deep position feints to go behind and comes forward to lose his man.

Diagram 11: Forward A from a deep position feints to go in front of the post then suddenly cuts back to lose his man.

Diagram 12: Guard A feints to go inside then suddenly cuts outside the post.

Diagram 13: Guard A feints outside and cuts inside the post.

Diagram 14: Guard A feints inside then suddenly goes outside of the forward.

Diagram 15: Guard A feints to go outside the forward and then cuts inside.

Diagram 16: Guard A loses a pressing forward B to be in position for a pass from A.

Diagram 17: Guard A feints in deep behind the post, then suddenly stops and comes back out for a set shot.

Diagram 18: Post man A feints to the opposite side before moving to get a pass from his forward.

Diagram 19: Post man A feints to the opposite side before moving forward to get a pass from his guard.

Diagram 20: Another effective feint at the post.

Diagram 21: The post man feints from the head of the lane in order to lose his man.

Diagram 22: The post man feints to one side before shooting, passing, or dribbling to the other.

Diagram 23: Same as No. 22 with the feint to the opposite side.

Diagram 24: The post man double-feints before shooting or dribbling to his left.

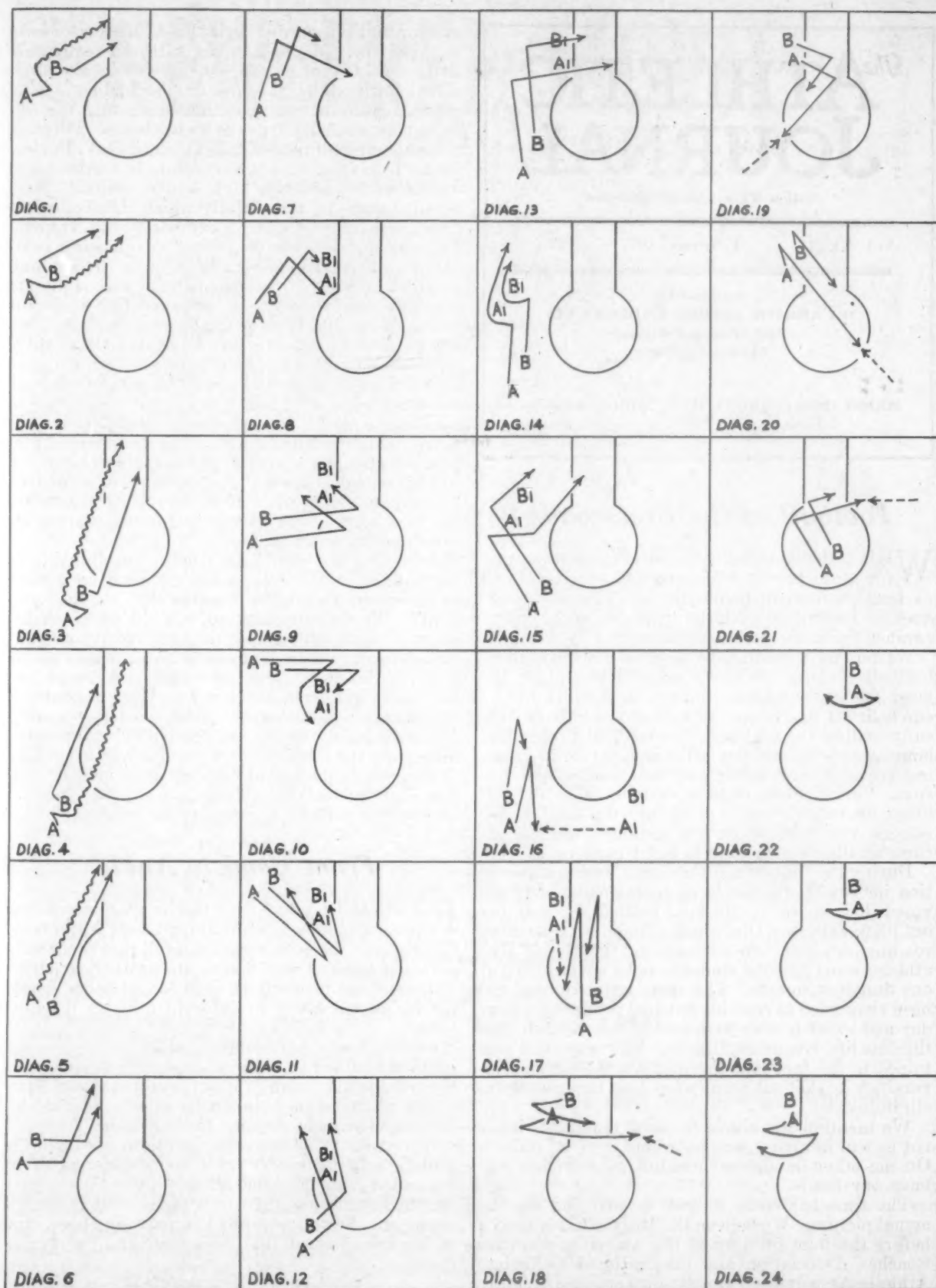
guarding defensive man, one will find that a feinting game is most effective for the simple reason that the quick reactions of the defensive man are the very thing that will place him in a poor defensive position. The feint will generally cause the fast, close-pressing defensive man to weaken himself defensively. Feints before passing, dribbling, or shooting will work well; and change-of-direction running is excellent against this type of opponent.

A smart, fast defensive man who is hard to feint out of position is generally the best defensive man, other things being equal. However, I believe that very few defensive men can stop a fast-moving, smart-feinting, experienced offensive man although he may have but average shooting ability.

The feint is probably one of the best weapons to use against a smart defense. Feints should precede practically every pass; this type of passing game is doubly effective because it not only gets the ball to a team mate but it also draws an opponent out of position. Split vision, the head, arms, and other parts of the body all play their part in the feint that precedes the pass and in the pass itself. If a man cannot protect his pass with a feint, there is very little doubt that he will not be able to cope with a smart defense, and his passes will generally meet with interceptions.

A dribbler becomes more efficient in this department when he is able to feint his opponent out of position before beginning his dribble. This feint may be very effective against a pressing, fast opponent. Many baskets may be scored by the simple means of first feinting to dribble one way and then dribbling to another. This feint may be a single or a double feint to either side. A feint may also be made in shooting for the basket before dribbling around an opponent. When the offensive man intends to feint to one side and then dribbles to the other side of his opponent, he will find that his dribble will be more effective if he can follow this plan: if the right foot of the defensive man is forward, he feints to go left then dribbles to his right; if the left foot is forward, he feints to his right and then dribbles to his left. The dribble, thereby, becomes more effective because the defensive man finds it easier to cover a dribbler to his right if his right foot is

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## Football at the Crossroads

WHILE the skeleton in the closet has been rattled for a number of years and will continue to be as long as football holds the fans' interest as it does, we have always felt that very few of the claims against the game were substantiated by facts.

Writers have continually pointed out the evils of football because obviously an article stating the good side of football is stating a fact which everyone believes, and hence the author would have difficulty selling the article. The medical profession, hour after hour, and day after day, performs amazing feats of protecting and lengthening the life span. Very seldom does a write-up of a difficult brain operation find its way into the daily newspapers, yet in the very few instances when it occurs, an illegal operation is front page news.

During the time of the Football Coaches Convention in New York, the local sports columnists devoted their space to attacking football, by pointing out its weaknesses. One whose column we remember reading devoted two columns to the theme that athletes must be good students as he never heard of one flunking courses. The same writer must have been chagrined to read his finished product the next day and to see a news item next to this column with the date line Evanston, Illinois. The news item pertained to the fact that three of Northwestern University's basketball team were lost because of ineligibility.

We mention the above to show that athletics is not as bad as sports writers would have us believe. On the other hand, we shouldn't be ostriches and bury our heads.

The time has come to look around and see the actual picture. We believe Dr. Morrill in his speech before the joint meeting of the American Football Coaches Association and the National Collegiate Athletic Association presented a very clear picture

and for that reason we reprint his address elsewhere in this issue. We do so even with the realization that only 1,000 of our 16,000 subscribers are associated with athletics above the secondary school grade. Many of the problems which face the colleges may some day face the high schools. Through the leadership of men of the caliber of H. V. Porter, C. E. Forsythe, P. F. Neverman and others too numerous to mention, high school athletics have avoided some of the pitfalls which intercollegiate athletics now must meet. Very wisely the National Federation has gone on record as opposing post-season games. Some states go even further and prohibit schools from competing with outstate schools except for those in the immediate neighborhood. That the bowl craze is reaching the high school level is proved by the fact that this year there were numerous high school bowl games.

Secondary schools are not all together free from the gambling threat which has come to the fore in both intercollegiate and professional athletics. The more immature mind of the secondary school athlete, plus the fact that twenty-five dollars to a youth in high school assumes the proportions of a hundred times that amount to the professional athlete, makes the high school student a prey for the cigar store punch board operator.

Athletics, and we do not confine our thinking to football, is at the crossroads. Should an athlete be given any more consideration than the next student? We do not think so, nor do we think because he is an athlete he should not receive scholarships, loans, and student employment if that be the policy at his institution. Somewhere between will be found a course to pursue. High school administrators will do well to watch the developments. College administrators can receive valuable assistance from the secondary school men who often lead the way as in the recent baseball agreements. College and high school athletics are not as far apart as some previously would have us believe.

## From Head to Ankle

IT FORMERLY had been the policy in secondary school athletics to equip the athletes with everything except shoes. Some schools felt that shoes were personal apparel and due to the leather construction could not properly be cleaned and hence should not be passed along to different athletes the next year.

Other schools, particularly during the depression, could not afford to outfit a team with shoes on the limited budgets with which they operated. They reasoned that shoes should be purchased as textbooks are or as laboratory fees are paid.

Numerous problems arose in this regard and the athletic administrators tried many different plans to combat them. In some schools it was the practice for the boys to buy their own shoes. Other schools made an allowance toward a pair of shoes, and still others owned the shoes outright but rented them.

(Continued on page 55)

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# Mice or Men, Sheep or Goats, Colleges or "Clubs"?

By J. L. Morrill  
President, University of Minnesota

IN CIRCULATING the announcement of this meeting, Mr. K. L. Wilson—my long-time friend, "Tug"—sent a special notice to the presidents of our member-institutions, urging them to come. He included the sentence: "that we are in a time of crisis for intercollegiate athletics is a fact recognized by all," adding the statement of his own belief that the Association "is prepared to address itself to the necessities of the situation."

The implication seemed to be that it was time the presidents sat in and took a hand. I think that's right, but I am not so sanguine about the power and influence of college presidents as Mr. Wilson seems to be. In any event, I have a "hunch" that the help they can give won't be in speeches at this convention but more likely from faculty response on their own campuses, to an appeal for a crack-down of bona fide faculty control of the athletic program.

The college president is all right so far as he goes, but he can't go far enough. His activities are too widely and thinly spread. With an insight unhappily appropriate to the moment, Professor Burges Johnson, in his recent book entitled "Campus Versus Classroom," has described the present-day college president as "a hotel manager, a real estate operator, a professional organizer, a publicity man, a trouble shooter, a Chautauqua lecturer, and a traveling salesman." Up at my university they actually put a piece in the paper (as if it were important news) when rarely enough, the president strolls over in the evening to watch football practice, or stops in the dressing room after a game to cheer up or cheer on the coaches and the team, as the case may be. Put me down today as a trouble shooter.

As President Hannah of Michigan State last year pointed out to this Association in a "brass-tacks" talk about athletics which said about everything useful and sensible that could be said, the college president's tenure in office, like that of the football coach, can be short-lived, indeed; and for much the same reasons. Like the football coach, the president is responsible to too many people, people mostly, by the way, who have only a one-sided and seasonal interest in the university and who, for the most part, actually have no legal responsibility for any control of the university whatsoever.

But they have a great deal of public influence. Regents and trustees are sensi-

*THROUGH the years this publication has been privileged to print addresses delivered at the National Collegiate Athletic Association meetings, but never has it been our privilege to print in a time of crisis one so scholarly and one which so plainly presents the sound and sane approach to the problems of intercollegiate athletics as this address of Dr. J. L. Morrill, President of the University of Minnesota. Dr. Morrill as vice president at his alma mater, Ohio State University, later as president at the University of Wyoming and now president at the University of Minnesota, has long been known as a friend of athletics. His warnings of the impending dangers should be studied with interest by the readers of this publication.*

tive to their attitudes. Only the regular faculty, which carries the long-range burden of institutional policy and integrity and whose tenure is superior to passing passions, enjoys the great gift of freedom from fear and foolishness. The faculties can help us, and it's time they took a hand in this crisis of which Mr. Wilson speaks.

Maybe it's a crisis—maybe it's just a crossroads at which we must choose the turn. I think it's the latter; that we have come a long way on a road beset by many by-paths; that we have strayed aside from time to time but usually have found our way back to the main road, leading in the direction we really want to go—which is the road of the right relationship of college sports within (not to) college education.

I think that intercollegiate athletics—college students playing on college teams, not "athletes" playing on "ball clubs" which happen to carry a college name, have built something fine in American higher education and in American life as we look back over the years; something we can't afford to soil and scuttle, something with values we must save and somehow consolidate; not something to be sold down the river for the false gold of gate receipts, but something to be bailed out, right now, and built upon.

This crisis, to use Mr. Wilson's term again, is not something sudden. Its pre-war proportions were plain to see, and they were beginning to be overpowering even then. This Association faced up with the problem, frankly and courageously, at its meeting in Los Angeles in December, 1939,

when the first draft of the present constitution was proposed, subsequently revised and adopted in Detroit two years later.

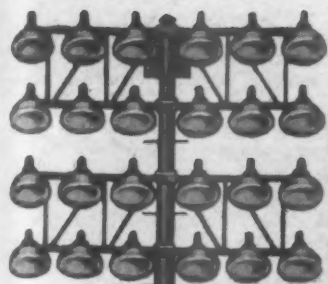
I remember being at that Los Angeles convention, and speaking in behalf of the new code at the invitation of former President William B. Owen of Stanford, and my long-time guide, counselor and friend, Mr. L. W. St. John, with whom I was then closely associated at Ohio State and whose sound influence and example have helped build the best in college athletics these many years.

The tensions at that meeting were high. Not long before, some of the Southern institutions had adopted their conference codes of open and outright athletic subsidies. The Western Conference, on the other hand, had tightened its regulations on recruiting. The University of Chicago had turned from its great athletic tradition to withdraw from intercollegiate football.

By the time the revised constitution was finally adopted, just after Christmas in 1941, the nation was at war. All normal concepts and conditions of competition were soon upset. Many of the smaller schools gave up major sports. Some institutions used Navy enlistees on their teams; others had no such trainees. The trainees, where used, were under government subsidy, and assigned, in many cases, to institutions which they had never previously attended or intended to attend. Eligibility rules were suspended or revised to take account of the abnormal situation. Coaches in uniform found themselves often with the strange assignment of training teams to battle their own former players.

To the extent all this aided sound military training and helped recruiting, it was necessary and worth while. In other respects it confused the issue of a sounder program of intercollegiate athletics, and retarded reform.

And now these last two football seasons of post-war normalcy, or of peace-time lunacy, whichever you prefer! This year of the nationally advertised "black market" in football players for hire! The year of release and reaction from war-time controls in public affairs; of typical post-war disillusionment and cynicism; of coaches and college heads cat-calling like children over the kidnapping of veteran-transfers; of athletic conference cowardice in restoring normal eligibility requirements; of inflation-mad scrambles for stadium seats



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at any price! Louder than ever, and funnier, too, except for its crazed hysteria—the shrill yelp for coaching scalps, this time led by the students themselves at two major institutions; the more astonishing, because students generally are saner about athletics than anyone else.

It is no wonder that the proverbial coaches' "crying towel," incongruous and undignified equipment indeed for supposed members of university faculties, has been damper this year than at any time in my recollection. The academic environment seems a strange scene, indeed for the development of the most ridiculous and embarrassing alibi artists in American sports, amateur or professional. There is something shameful, and significant, in the circumstances that make it so.

Let me say, in passing, that players who threaten a "sit-down strike" for a better deal on athletic subsidies—and there was at least one rumored instance of that this year—will fall an easy prey to the easy-money approaches of unscrupulous gamblers. The possibility of a devastating betting scandal hovers like a black Harpy over the big-time intercollegiate athletic scene. College basketball has been brushed by its dirty black wing; professional football has smelled its foul breath.

The week-to-week team ratings, reduced to statistical science, and the regular publication of scoring odds is news interesting enough to the ordinary "fan" but it is surely grist for the mill of gamblers. It is perfectly plain to see how the roommate of the football captain, some low-paid rubber in the training room, some privileged "fan" at football practice, some sports reporter careless of his code, could be prevailed upon to pick up something on the side as a "tipster" with inside information to be supplied regularly and sometimes quite innocently, not to a known syndicate, but to some more respectable alleged expert, found finally to be a "fence." For the more unscrupulous, or sometimes disgruntled hanger-on, the role of the spy has an historic appeal.

Professional baseball found, from the days of Judge Landis, that eternal vigilance was the price of integrity. Professional football is learning the lesson. Intercollegiate football is ripe for the kill. If it comes, it will shake the big stadiums to their foundations; and the true friends of the colleges who are a mighty, although largely inarticulate, army will close in for a housecleaning. The faculties and presidents, too, will take a hand then with a vengeance, let me warn you.

Moreover, the mounting plethora of post-season "bowl" games—orange, oil, cotton, cigar, tobacco, raisin, "gator," any and everything but collegiate—is no help in all this. They put new compulsion on the coaches to win at any cost. They take the game from the campus, a tendency against which President Hannah wisely warned this Association a year ago. As the

head of a Western Conference university, let me express my disappointment that our group has seen fit to succumb.

Scarehead newspaper comment upon West Coast attitudes, at least, has just proved the premonitions of those like my own university, who felt there was much to lose and little to gain in the arrangement.

Let me not be understood as depreciating the desirability of competition with the splendid universities of the Pacific West and Northwest. We have that now, in the regular season. The airplane has made it possible, with no more loss of time, for example, than a Minnesota trip to Indiana or Purdue by railroad in the earlier days. It is the concession to post-season pressure, colored by off-campus commercialism, that sets us back.

I know it is easier to be sensational than sensible about athletics. It is also easier to be perfunctory, to assume that "all is well," than to be realistic. But, to be hypocritical rather than sincere is the unforgivable offense.

It seems to me sensible to recognize symptoms of a tendency which, unless checked, can grow like a cancer to choke out the clean tissue of intercollegiate sports. It seems to me realistic to understand the danger of just drifting with the tide into depths too great, and too late, for rescue. To be hypocritical is to lose our own self-respect and surely the respect of all who have the right to look for honor and honesty in the colleges and universities of the country, if anywhere.

No overnight reversal of present trends, contracts, or commitments can likely be expected, things being as they are. No sudden and sweeping reform could, in fact, be carried through. But we had better begin working our way back to the main road of an intercollegiate athletic program consistent with common sense and with college aims. As on any highway, there are rules of the road which should be respected. Perhaps they should be revised; but surely they should be enforced.

The controlling criterion of college sports has been the amateur ideal. Under this concept the paid player is a professional. Professional sports are played to put money into pockets of their sponsors, the clubowners and investors. College athletics make money, too, but not for the profit of individuals (except in a few strange and indefensible cases where coaches share in the gate receipts). Nearly always, the financial returns are re-invested in expanded physical education and recreational facilities for the whole student body.

With the professional player, competition is a legitimate vocation; with the amateur, an avocation, as our National Collegiate Athletic Association constitution enjoins. Both types of sport, professional and amateur, attract large crowds, provide commendable recreation, collect large re-

ceipts, and have their appropriate place in American life. But their aims and ethics are different. They are played, and judged, and enjoyed under different standards; and the difference is generally well understood.

Most of the conference codes make that difference abundantly clear, in theory at least. If it is becoming blurred in practice, then the need is to clear it up and bring the picture back into focus. Not only clarity but courage is required.

The National Collegiate Athletic Association is presumably a collection of institutions, not just an annual convention or a convenience for conducting championships. Its strength is in the soundness and the sanction of its members. Its historic origin was in the organized collegiate response to a need in an earlier crisis.

This Association is on record rightly, in its revised constitution, for sanity and soundness, for "satisfactory standards of scholarship, amateur standing and good sportsmanship." It has no powers of arbitrary compulsion except upon those who acquiesce voluntarily in its aims.

As the head of a member-institution who personally holds no office or committee membership in this Association, but who looks to it for leadership in the nation and for help back home, I urge that the Association call upon its constituent members to stand up and be counted on the issue of honest adherence to its constitution. In all sincerity I think that steps should be taken at this convention by our officers, our Council and Executive Committee to separate the sheep from the goats, to corral the men from the mice, to cull the college-minded from those who do not mind having their teams considered "ball clubs," in the professional vernacular of the sports page.

If there be those who prefer the side road, let them stay there. But let the colleges and universities be judged fairly by the standards to which they honestly desire to adhere. Let each present member-institution face frankly the clearly expressed obligations of our constitution, and decide whether it can sincerely comply.

Let those who cannot, either accomplish changes in the constitution or decently withdraw, and be barred thereby from participation in the various so-called championship games and meets conducted by the Association. Let this Association thereafter set up some means and machinery for the enforcement of its standards, possibly through inspection or accreditation like that required by the best professional associations in the academic world or the regional collegiate and secondary school associations.

Members of the coaches' associations should welcome this advance. Their faculty status today is not sufficiently secure, and their right to full-fledged professional tenure and acceptance by no means fully

(Continued on page 48)



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# Pop-Ups or Blow-Ups

By Charles E. Ghee

Baseball Coach, Huntington, West Virginia, Central High School

**B**ELIEVING, firmly, that a coach's shortcomings will show more quickly in the performance of a baseball team than any other sports team, I submit this discussion in the hope that I may help eliminate one of the most glaring of all shortcomings—the fielding of pop-up flies.

For the past several seasons I have watched warm-ups of teams of all classifications from sandlot to major leagues and I have yet to see an infield get any opportunity to catch pop-up flies. It seems that all teams operate on the assumption that infielders get only ground-ball chances in the field.

I believe the difference between Eddie Miller of the Reds or Marty Marion of the Cards and the other shortstops of the league is not so much their superiority on ground balls but their sensational ability to catch those pop-ups which would ordinarily be Texas league base hits.

In our pre-game warm-up I always give my infielders and catcher four rounds of pop-ups, one to the right, one to the left, one to the front and one behind each of these players.

The location of these pop-ups should be as follows. Start with the third baseman; he should be forced to move over to the pitcher's mound to catch a pop-up; then straight up the foul line toward home plate; then one in foul territory to his right, and finally one in foul territory deep over his right shoulder.

Our shortstop gets a chance behind the pitcher's mound and in front of second base. Next he gets a chance behind the third baseman in short left field, then one in short center field over second base and one in left center so that he must turn his back on the infield to make the catch.

The second baseman gets one pop-up in front of second but behind the pitcher's mound; one over second in short center field; one in fair territory behind the first baseman, and one in direct right center so that he must turn his back to the infield to make the catch.

The first baseman gets one pop-up over by the pitcher's mound; one up the foul line toward the catcher, one in foul territory to his left, and one in deep foul territory over his left shoulder.

The catcher should get a chance down the first base line, one down the third base line, one over his left shoulder behind him, and one to the rear over his right shoulder.

This sounds as if it will require an ex-

pert with the fungo bat, but a coach will find that it is very simple to do after he has hit a few rounds of pop-ups.

This warm-up does not require a great deal of time if two balls are kept going and the infield is not permitted to throw the ball around.

Our pop-up practice serves another purpose. It shows a boy much better than words can tell him just where the sun is. When a high school boy gets his eyes full of sun, he is ready to listen to the coach, not before.

Take this situation. The sun is shining from first toward third. In other words the sun is in the third baseman's face when he looks at first. Our first precaution is then to keep the sun out of a player's eyes. So before the game starts we have a definite understanding. The third baseman will not attempt a catch around the pitcher's mound but will leave the chance for the first baseman who will not have the sun in his eyes, since the sun is shining on his back. The shortstop will attempt to catch balls hit in front of him and those hit to his right or directly in left center. Any balls hit in front of second base or in short center will be taken care of by the second baseman, who will in turn not attempt to catch balls behind first base. The first baseman will try for all pop-ups between first and home. The catcher will not try for high pop-ups on the first-base line in foul territory.

I do not mean that players cannot try to get into position to attempt the catch but the men just designated shall have priority should they call for the ball.

We ask our pitcher to get out of the way because moving off the mound will cause him to misjudge pop-ups.

The coach should study the sun and make assignments just before the start of play. He should be sure that the players shall have a minimum of sun in their faces.

Players should be taught to catch the ball, when possible, in front of their chest, arms slightly bent at the elbows, and with their feet in position so that a quick throw to occupied bases can be made.

One example to prove my point. In a semi-pro game last summer, first half of first inning, bases loaded, two out, the batter hit a high pop-up down the first base line about half way between first and the plate. The catcher went after the ball and the first baseman backed up to let him attempt the catch. The catcher missed the ball and all three runners crossed the plate. After this error, the in-

*CHARLES E. GHEE, a graduate of Marshall College, is head baseball coach at Huntington, West Virginia, Central High School. For the past two years his teams have been Tri State (West Virginia, Kentucky and Ohio) Class B champions, his Catletsburg, Kentucky, team having won in 1945 and last year his Chesapeake, Ohio team.*

field held a conference, discovered that the sun was shining up the foul line directly into the catcher's face as he looked toward first. They decided to let the first baseman handle all chances like that for the remainder of the game. If they had decided that before the game that 3 to 2 final score might have been a different story.

Let us now consider a most misunderstood rule of baseball—the infield fly rule. As you know this rule gives protection to a runner if a force play is possible and fewer than two are out. Impress upon your baserunners that, because the batter becomes automatically out, the runner is not licensed to “jay-walk” off base because he can be doubled off base just as when any other fly ball is caught.

Since baseball is played partly with the brain there is no reason why a team cannot be “foxy”. Take a situation—no one out, man on first, the batter hits a high infield pop-up. The rule says that the batter is out whether or not the fly is caught. When we are in the field and this occurs our infielder gets under the ball but purposely drops it. If the runner on first is not well coached, he may think he is forced to try for second and then we get him for the second part of a double play. This should not be considered ridiculous because we won the deciding game of our league championship last year with this very trick. Remember I am talking about high school baseball, not professional ball. This will often work.

Players should also be taught that on a bunt infield fly the infield fly rule does not apply. If a team is in the field, and the opposition has men on the bases, and a bunt is popped up, a player has a choice of catching the ball and doubling a man off base or dropping the ball and starting a double play by forceouts, that is, the pitcher to second to first. The catcher should watch and call the play when the pitcher, first or third baseman makes the play. The pitcher can call the play when the catcher makes the attempt. *Caution.* When the ball is popped up along the foul lines, play safe, make the catch. You can't watch the ball over your head and still watch your feet to make sure that they are in fair or foul territory. Foul pop-ups dropped are merely strikes, you know.

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# Squash Racquets

By John Fowler

**S**QUASH racquets, often called squash originated in England about the middle of the 19th century and was then known as soft or squash-ball racquets. Similar to the game of bat fives which was played with a wooden bat, it became popular at Eton and Harrow and was played until the 90's almost entirely in public and private schools. The exact date of the game's introduction in the United States is difficult to determine. However, the first club squash-racquet court in the country was built in the club house of the Philadelphia Racquet Club in 1890, and later in Boston and New York other private clubs constructed courts.

The game gradually branched to other cities and before World War II there was tremendous interest in squash-racquets competition, not only in inter-club and inter-city play but on an international scale with American men and women players traveling to England and English players coming here for cup events. With the outbreak of the war, as in many other sports, competition and interest in squash racquets faded, but were revived later with the national singles championships and the 25th annual singles matches between the United States and Canada in 1946. Today squash is widely played in the Middle West as in the East, and in private clubs of the larger cities, in schools and YMCA leagues. Due partially to the greatly increased interest in sports and physical fitness programs in this post-war era, squash has developed to be one of the most active and popular indoor-court sports.

## Court Construction and Dimensions

There are several types of construction used for squash-racquet courts, as the regulations of the United States Squash Racquets Association did not specify until 1926 how courts should be constructed except for dimensions, lines, and general color. In 1926 it was specified that floor and rear and side walls be made of wood with the front wall of cement or boards laid on edge. Many excellent courts are made of plaster walls. Play therefore, is not limited to a certain type of court and in YMCA's, high schools and colleges, handball courts with the addition of several lines may be used. Smaller than the regulation handball court, the dimensions are 18' 6" wide by 32' long with a front playing wall 16' high. The side-playing walls shall be 16' high extending from the front wall 22' and shall be 12' high from that point to the back wall, a distance of 10'. The back playing wall shall be 9' high and the ceiling at least 18' high to allow for lights. Walls shall be painted

white, and all lines red, 1" wide. The top service line shall extend across the front wall 6' 6" above the floor. The service court line shall extend across the floor 10', parallel to the back wall.

There shall be two service court boxes, each defined by a line in the shape of an arc of a circle, the radius of which shall be 4' 6" from the point of intersection of the service court line and the side wall, this arc to be drawn from the service court line toward the rear of the court to meet the side wall. Between the two side walls, a line shall be drawn on the floor from the service court line to the back wall to divide the two service courts. On walls more than 16' high top playing surface lines shall be drawn in accordance with the above dimensions. All shots to the front wall must clear the tell-tale, an 18-



Position for service.



Position for forehand.

*IN THE October issue of the "Athletic Journal" the writer collaborated with Frank Lafforgue of the Yale Club, New York City, in presenting the article Squash Tennis. Squash Racquet follows in a series of articles on indoor court sports to appear in this publication. John Fowler is a member of the promotional staff of A. G. Spalding & Bros.*

gauge strip of sheet metal extending across the front wall, its top edge 17" above, and parallel to, the floor, close enough to the wall to permit vibration necessary to make a ringing sound when hit by the ball. It shall start with a two-inch bevel sloping at 45 degrees toward the floor, meeting the face of the tell-tale approximately 15½" above the floor.

## Rules and Method of Play

Service is decided by the spin of a racquet, and play begins with the server standing with one foot within and not touching the boundary of the service box from which he elects to start, serving the ball so that it strikes the front wall on the fly below the 16' line, and above the service line. Such service must on its rebound strike the floor within but not touching the lines of the opposite service court either before or after touching any other wall or walls, otherwise it is a fault. The server is entitled to two serves but should he make two consecutive faults, he loses the point and service goes to the opponent who shall serve until he fails to make a good return. The ball shall be served from whichever box the server elects and thereafter alternately until service is lost or until the game is ended. Play continues until either player fails to return the ball to the front wall above the tell-tale and below the 16' line before it touches the floor twice, and it may touch any wall or walls within the court before or after reaching the front wall. A player failing to make such a return loses the point and also the service, should he have been serving.

## Scoring

The player who first scores fifteen points wins the game except that:

(a) At thirteen all, the receiver must elect one of the following before the next serve, (1) Set to five points-total game of eighteen points (2) Set to three points-total game sixteen points (3) No set-total, game remaining fifteen points.

(b) At fourteen all (not having been thirteen all) (1) Set to three points-total game seventeen points (2) No set-total game remaining fifteen points.

A match is best of five games. A ball striking a red boundary line is considered within the limits of the court and is a good shot except during service, in which case a fault shall be called, or if it shall strike



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Position for backhand.



Backhand return from back wall.



Position for receiving service.

the 6' 6" line on the back wall.

### Racquet and Ball

The squash racquet or bat is similar to the tennis racket in construction and design. It is approximately five ounces lighter with a smaller circular head and long, slender handle, and is 27" in length. The ball resembles a handball although smaller and not as lively, with a diameter of 1 3/4" and a rebound of 32" when dropped from a height of 100."

### Effective Shots

A few of the outstanding players attempt to use the "volley" as often as possible, keeping to the middle of the court, and taking the rebound from the front or side walls on the fly, placing the ball low to the corners or hard to the front wall, speeding up the play, and catching the opponent off guard, making it difficult to get set for a shot. Others prefer waiting the ball out and taking it off the back wall, giving themselves a chance to get set for a possible kill or placement. A good point-maker, the drop shot, is made by hitting the ball slowly and with reverse english to the front wall about 15" from the side wall and having it strike the niche where the side wall meets the floor. This, made by either a backhand or forehand shot, sometimes causes the ball to roll out leaving a return impossible. Another drop shot is made by hitting the ball slowly to the side wall so that it strikes the front wall about twenty inches from the floor and falls dead on the floor. A variety of shots may be made, but the most effective and consistent play results from hitting the ball direct to the front wall, low, and close to the side wall, putting the opposing player on the defensive, preventing him from making a full stroke for fear of hitting the side wall, and keeping him well in the back of the court. Hard-hit shots

to the side wall first often rebound in an easy bounce leaving a possible kill. A player should bear in mind that it is advantageous to keep his opponent in the back of the court, attempting to maintain a position in the center, making it possible to execute drop and volley shots, and force the opponent to a defensive game.

Still another effective shot may be the service. Among the variety of individual deliveries, the service, that is delivered easily and with a slice, is the most effective. The lob service with an underhand delivery which strikes fairly high on the front wall, stays close to the side wall making a volley shot difficult, and falls in the corner of the opponents service court, is almost impossible to return decisively. Occasionally a smash serve to the front wall just above the service line catches the opponent off guard and sometimes hits the niche or corner where the floor and side wall meet the back wall, resulting in a difficult or bad bounce and a clear point for the server. This serve should not be used too often, for unless it is correctly executed, it can be volleyed by the receiver for possible put-away shots.

### Practice and Results

One should be willing to spend hours practicing ordinary backhand and forehand shots, working the ball from one side to the other on the front wall. Gradually one will be able to place the ball on exactly the spot aimed. Angle shots may be tried, the player hitting the ball to the side wall at various distances from the front wall, first knee high and then just above the tell-tale and learning where the ball comes off the front and other side wall. The player should try hitting the ball hard to the front wall so that the rebound may be taken off the back wall at various heights. In building a defensive game, by learning to return all possible shots, one can gradually build an offensive game to the point

where accurate placements and sharp angle shots catch the opponent flatfooted.

To a beginner, even though he may be an experienced tennis player, the handling of a squash racquet will seem awkward and merely hitting the ball squarely and to the front wall might seem difficult. One may be discouraged by losing easily to other players, but by continued practice and scrimmage with concentration on the ball at all times, one's game cannot help being improved.

### Sportsmanship

Because of the speed of the game and the limited space of the court, it is obviously necessary that certain rules and conditions be followed. Each player must keep out of the opponents way, give him a fair view of the ball, avoid interference or bodily contact, and leave him free to play the ball to all walls. Unnecessary crowding or interference shall constitute a balk, and it is the duty of the referee to award a point to the striker, so interfered with. In cases where contact is unavoidable, due to the position of the opponent, or where the striker withholds his shot for fear of injuring the opponent, a let should be called, play stopped, and the point played over. If a player or anything that he wears or carries is touched by a ball in play, he loses the point. If a fair ball, hit on a good return and going direct to the front wall hits the striker's opponent, the striker shall win the point. If, however, the ball would have touched some other wall or walls before reaching the front wall, a let shall be called and the point played over. In either case, if the return is not good, the striker shall lose the point. Above all, squash racquets offers excellent exercise and competition and players are expected to adhere to the ethics of good sportsmanship.

As previously mentioned squash is not,  
(Continued on page 54)

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# Track in the High Schools

ON PAGES 28 and 29 the ATHLETIC JOURNAL has listed the performance in the various state outdoor track meets of last year. Those states breaking a state record are listed with a red star. The state with the best time or distance for the event has red in the square for that event. If two or more tie for the best time or distance it is indicated by red diagonal lines. Should a state break their own record in addition to having the best mark this is indicated by a white star in the red block.

To heighten interest the records were studied from the standpoint of a track meet. Points were awarded for six places as follows: 10, 8, 6, 4, 2 and 1. The final position of the states is indicated by the figures in parenthesis. We realize, of course,

that no actual comparison can be made between different states due to the varying conditions of practice and weather under which the meets themselves were run. Maine and the Vermont meets were held in downpours while two hours before the start of the Louisiana meet the track was under two inches of water. We do feel that many comparisons can be made between states within given areas. Note, for example, the close similarity of marks in Indiana, Illinois and Iowa. This meet will appear each year in the future and year by year statistics will be kept.

Appreciation is extended to Mr. E. A. Thomas of the Kansas High School Association for the high school honor roll which appears herewith and for the majority of the records on pages 28 and 29.

## HIGH SCHOOL HONOR ROLL

### 100-Yard Dash

Competitor and School	Meet	Time
Maragos (Gary, Ind.)	City	9.7
Clifford (McKinley, Canton, Ohio)	All-Star	9.8
Feeney (Pierre, S. Dak.)	Pierre Relays	9.8
Jackson (Jordan, Los Angeles, Cal.)	Garfield	9.8
Lawrence (University, Los Angeles, Cal.)	Fairfax	9.8
Connor (Greenville, Ohio)	State	9.9
Ross (Belmont, Cal.)	Marshall	9.9
Thompson (Jordan, Los Angeles, Cal.)	Jefferson	9.9
Vasquez (Cathedral, Cal.)	Mt. Carmel	9.9
Williams (Riverside, Cal.)	Chaffey	9.9

### 220-Yard Dash

Lawrence (University, Los Angeles, Cal.)	Fairfax	21.5
Gregg (El Monte, Cal.)	League	21.6
Jackson (Jordan, Los Angeles, Cal.)	Hunt. Park	21.7
Mejia (Jefferson, Cal.)	Fremont	21.7
Mason (Montebello, Cal.)	League	21.8
Ross (Belmont, Cal.)	Franklin	21.8
Williams (Riverside, Cal.)	Citrus League	21.8
Dey (DeVilbiss, Toledo, Ohio)	State	21.9
Morris (Clark, Hammond, Ind.)	State	21.9
Weissinger (Roosevelt, Des Moines, Iowa)	State	21.9

### 440-Yard Dash

Stocks (San Diego, Cal.)	State	49.3
Adams (Santa Maria, Cal.)	Hollister	49.4
Webster (Lincoln, San Jose, Cal.)	State	49.7
Kountz (Mt. Lebanon, Pa.)	State	49.9
Deline (Hamilton, Cal.)	City	50.2
Mercada (El Paso, Tex.)	State	50.2
Thompson (Jordan, Los Angeles, Cal.)	Eastern L.	50.2
Karras (Argo, Ill.)	State	50.3
Moore (Technical, Oakland, Cal.)	O.A.L.	50.3
Weitzel (John Marshall, Cleveland, Ohio)	State	50.3

### 880-Yard Run

Jones (Northeast, Kansas City, Mo.)	State	1:57.5
Groening (Walnut Hill, Cincinnati, Ohio)	State	1:57.6
Hutt (West, Columbus, Ohio)	State	1:58.2
Wolfe (Upper Sandusky, Ohio)	State	1:58.4
Tibbott (Ebensburg, Pa.)	State	1:58.5
Witt (Redondo, Cal.)	S. Cal.	1:58.7
Williams (Belmont, Cal.)	City	1:59.1
Guest (Santa Monica, Cal.)	Bay League	1:59.5

### One-Mile Run

Fullerton (Ashland, Ore.)	State	4:24.
McMillen (Cathedral, Cal.)	State	4:24.
Dianetti (East Rochester, N.Y.)	District	4:24.8
Kohl (Compton, Cal.)	State	4:25.5
Stephan (Shaker Heights, Ohio)	State	4:27.3
Rupert (Central, Columbus, Ohio)	City	4:27.5
Almagner (Monmouth, Ill.)	State	4:29.

Kittell (Missoula, Mont.)	State	4:29.
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### 120-Yard High Hurdles

Attlesley (Bell, Los Angeles, Cal.)	City	14.3
Bacon (Redondo, Cal.)	State	14.5
Berkshire (Omaha Benson, Neb.)	State	14.6
Sistek (Rhodes, Cleveland, Ohio)	State	14.6
Keyser (Manual Arts, Cal.)	Jefferson	14.7
McElhenny (Washington, Cal.)	Jefferson	14.7
Cummings (Dorsey, Cal.)	University	14.8
McKillip (McCook, Neb.)	State	14.8

### 200-Yard Low Hurdles

Verege (Richmond, Ind.)	State	22.4
Deuel (Cherokee, Iowa)	State	22.7
Faccioli (West Chester, Pa.)	State	22.7
Price (North Dallas, Tex.)	State	22.7
White (Springfield, Ill.)	State	22.7
Ebert (West Denver, Colo.)	State	22.9
Doyle (Hillsboro, Ore.)	State	23.1
Berkshire (Benson, Omaha, Neb.)	State	23.2
Leonard (Southwest, Kansas City, Mo.)	State	23.2
Lindsay (Beaver, Utah)	State	23.2

### 440-Yard Relay

Austin, Houston, Tex.	State	43.7
North, Des Moines, Iowa	State	44.
Cranford, N. J.	Penn Relays	44.1
Cardozo, Washington, D. C.	Schenectady	44.6

### 880-Yard Relay

Redondo, Cal.	S. Cal.	1:29.1
San Diego, Cal.	State	1:29.2
Technical, Oakland, Cal.	O. A. L.	1:30.3
Southwest, Kansas City, Mo.	State	1:30.9
East Tech, Cleveland, Ohio	State	1:31.4
Sumner, Kansas City, Kans.	State	1:31.4
DeVilbiss, Toledo, Ohio	State	1:31.9
West, Madison, Wis.	State	1:31.9

### Mile Relay

Bishop Laughlin, Brooklyn, N. Y.	Penn Relays	3:26.4
Paschal, Fort Worth, Tex.	State	3:26.5
Boys High, Brooklyn, N. Y.	Eastern	3:26.6
New Castle, Pa.	State	3:30.4
DeVilbiss, Toledo, Ohio	State	3:30.5
Roosevelt, Des Moines, Iowa	State	3:30.6
Central, Tulsa, Okla.	State	3:31.1
Classen, Oklahoma City, Okla.	Aggie Relays	3:31.1

### Pole Vault

Jenson (Alameda, Cal.)	A. C. A. L.	13-11½
Mays (Oxnard, Cal.)	Ventura	12-11½
Quilter (Pasadena, Cal.)	Burbank	12-10
Rasmussen (Bend, Ore.)	State	12-9
Miller (Mont Pleasant, N. Y.)	Schenectady	12-7½

(Continued on page 36)

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Ala.	15.8	10.2	4:32.2	1:34.3	52.9	24.2	2:02.4	22.4	10-10	40-9 $\frac{3}{4}$	5-10 $\frac{1}{4}$	122-5	21-0 $\frac{1}{4}$		
Ariz.	15.4	10.2	4:41.1	1:35.1	50.9	23.6	2:03.8*	22.7	10-11	40-9 $\frac{3}{4}$	6-1 $\frac{1}{4}$	136-6	21-10 $\frac{1}{2}$		
Ark.	B														
Calif.	15.5	10.0 5	4:34.0 9	1:36.3 10	50.3 10	24.2 (g)	2:00.5	21.9 7	12-6 $\frac{1}{2}$ 8	45-0 $\frac{1}{4}$ 10	6-2 1 $\frac{1}{2}$	(j)	22-2 $\frac{1}{4}$ 1 $\frac{1}{2}$		(3) 71
Calo.	15.5	10.3	4:47.7	1:35.1	52.0	22.9 1	2:11.4	22.6	12-0	48-0	6-1	143-3	22-7 $\frac{1}{2}$ 8		(15) 9
Conn.	(e)	10.4	4:36.1	1:34.5	51.6	(h)	2:01.6	22.8	10-6	48-2	6-0 $\frac{1}{4}$	133-1	22-2 $\frac{1}{4}$ 4	174-5	(21) 4
Del.	No state meet														
Fla.	16.1	10.4	4:45	1:35.8	54.5	24.3	2:05.0	23.3	11-0	46-5	5-10	133-4 $\frac{1}{2}$	20-3 $\frac{1}{4}$	148-10 $\frac{1}{2}$	
Ga.	15.2	10.1 1	4:49.7	1:35.3	51.4	23.4	2:03.4	22.9	10-9	45-4 $\frac{1}{4}$	5-10 $\frac{1}{4}$	128-0	20-0 $\frac{1}{4}$	187-10	(24) 1
Idaho	15.6	10.0 5	4:45.5	1:33.8	51.9	23.2	2:04.6	22.1	11-0	46-0 $\frac{1}{4}$	5-10	134-3 $\frac{1}{4}$	20-8 $\frac{1}{4}$	167-1	(18) 5
Ill.	15.2	10.1 1	4:29 1 $\frac{1}{2}$	1:33.0	50.3 1 $\frac{1}{2}$	22.7 5	1:59.8 2	22.7	12-3 1 $\frac{1}{4}$	55-0 8	5-11 $\frac{1}{4}$	143-2 $\frac{1}{4}$	22-1 $\frac{1}{4}$		(8) 13 $\frac{1}{2}$
Ind.	15.2	10.0 5	4:30.7	1:32.6	50.6	22.7 10	2:03.2	21.9 7	12-3 1 $\frac{1}{4}$	51-6 $\frac{1}{4}$	5-10 $\frac{1}{4}$	(j)	22-6 $\frac{1}{4}$ 6		(4) 28 $\frac{1}{2}$
Iowa	15.4	10.1 1	4:33.2	1:32.0	50.5	22.7 5	2:01.8	21.9 7	12-3 1 $\frac{1}{4}$	49-10 $\frac{1}{2}$	5-10 $\frac{1}{4}$	136-7	22-0 $\frac{1}{4}$		(11) 12 $\frac{1}{2}$
Kant.	15.1	10.2	4:38.3	1:31.4 6	51.5	23.5	2:01.0	23.2	11-8	52-5 $\frac{1}{2}$ 4	6-1 $\frac{1}{2}$	148-7 1	22-2 $\frac{1}{4}$ 1 $\frac{1}{2}$	164-0	(14) 10 $\frac{1}{2}$
Ky.	16.1	10.2	4:45.6	1:34.7	53.5	24.1	2:05.0	22.0 1 $\frac{1}{2}$	11-0	47-7	5-8	122-1	20-6 $\frac{1}{2}$		(22) 1 $\frac{1}{2}$
La.															
Me. (a)	17.4	11.0	4:39.3	1:43.0	56.0	25.2	2:08.0	24.2	9-8	41-6	5-3	126-7	19-7 $\frac{1}{4}$	137-7 $\frac{1}{4}$	
Md.	No state meet														
Mass.															
Mich. (b)	15.4	10.4	4:35.6	1:34.4	52.7	23.6	2:03.3	23.4	11-1 $\frac{1}{2}$	50-3 $\frac{1}{4}$	6-1	(j)	21-4 $\frac{1}{4}$		
Minn.	15.1	10.3	4:36.4	1:36.2	52.7	23.8	2:02.0	22.5	11-0	48-11 $\frac{1}{2}$	5-11 $\frac{1}{4}$	159-7 $\frac{1}{2}$ 8	20-11 $\frac{1}{2}$		(16) 8
Miss.	16.6	10.0	4:50.0	1:34.5	53.0	24.7	2:08.3	23.5	10-11	44-1 $\frac{1}{2}$	5-9 $\frac{1}{2}$	134-9 $\frac{1}{2}$	20-7 $\frac{1}{4}$	148-7 $\frac{1}{2}$	
Mo.	15.4	10.2	4:43.5	1:30.9 8	51.9	23.2	1:57.3 10	23.0	11-3	49-1 $\frac{1}{2}$	6-1 $\frac{1}{2}$ 6	150-0 $\frac{1}{2}$ 2	22-9 $\frac{1}{2}$ 30		(3) 36
Mont.	16.2	10.6	4:29.0 1 $\frac{1}{2}$	1:35.0	51.1	23.7	2:00.2	23.6	11-6	47-11 $\frac{1}{2}$	5-9 $\frac{1}{2}$	142-4 $\frac{1}{2}$	20-7 $\frac{1}{2}$	184-10	(22) 1 $\frac{1}{2}$
Nebr.	16.8	10.3	5:00.1	1:37.4	55.0	23.6	2:11.3	23.0	10-10	45-5	5-8 $\frac{1}{2}$	127-4	21-5 $\frac{1}{2}$	178-5 $\frac{1}{2}$	(37) 7

Mont.	16.2	10.6	4:29.0 1½	1:35.0	51.1	23.7	2:00.2	23.6	11-6	47-11½	5-9½	142-4½	20-7½	184-10	(22) 1½
Nev.	16.8	10.3	5:00.1	1:37.4	55.0	23.6	2:11.3	23.0	10-10	45-5	5-8½	127-4	21-5½	176-5½	(27) 7
N. H.															
N. J. (c)	15.2	10.3	4:31.4	(f)	50.0 6	24.9 (g)	1:57.7 6	22.0 1½	11-6	48-10½	6-0	131-2½	21-11	184-5½	(10) 13½
N. M.	16.0	10.2	4:52.5	1:38.1	50.9	24.2	2:07.4	22.9	11-1½	44-7½	5-6½	142-9½	21-0½	165-1½	
N. Y.	17.2	10.1 ‡	4:24.8 6	1:34.2	52.0	24.2	2:00.0 1	22.5	12-1½	51-10 2	6-2 1½	144-10	22-1½		(13) 10½
N. C.															
N. D.	15.7	10.2	4:53.5	1:36.3	53.4	23.8	2:03.5	22.0	11-5	45-1	5-0	129-4			
Ohio	14.6 7	10.1 ‡	4:27.3 4	1:31.4 5	50.3 1½	24.4 (g)	1:57.6 8	21.9 7	12-4 5	48-9½	6-2½ 8	143-2	21-11½		(2) 55½
Okl.	15.9	10.2	4:36.7	1:33.1	52.7	23.4	2:04.4	23.0	11-0	48-0½	6-1	130-2	21-6½		
Ore.	14.9 2½	10.1 ‡	4:24.0 8	1:32.6	51.2	23.1	2:01.3	22.5	12-8 10	48-2½	5-9½	139-2½	21-5½	170-9½	(6) 21½
Pa.	15.2	10.1 ‡	4:36.6	1:34.0	49.9 8	22.7 5	1:58.5 4	22.1	12-0	51-6½	6-1	143-4½	21-11½	182-1	(9) 17½
R. I.															
S. C. (d)	19.8	10.5	5:07.4	1:43.6	54.9	27.3	2:18.1	23.3	9-0	42-9	5-8	129-5½	20-10½	140-10½	
S. D.	15.6	10.1 ‡	4:49.0	1:34.7	54.4	23.6	2:03.3	22.8	11-2½	45-11½	5-9½	141-0½	19-10		(24) ½
Tenn.															
Texas	14.9 2½	10.2	4:30.9	(f)	50.2 4	22.7 5	2:00.8	22.4	11-4	51-7½	6-5 10	153-11½ 6	21-9½		(5) 27½
Utah	15.2	10.1 ‡	4:45.4	1:32.9	52.6	23.2	2:04.1	22.4	11-8	46-5½	6-2½ 4	145-0	21-5	179-10½	(20) 4½
Vt.	16.4	10.4	4:40.8		51.3	25.0	2:11.0	23.6	11-0	41-2½	5-6	124-0	19-10	149-7½	
Va.	16.0	10.0 5	4:40.2	1:38.5	55.2	26.4 (g)	2:03.1	22.7	11-3	50-3½	5-11	121-11	21-3½	181-11½	(18) 5
Wash.	15.3	10.1 ‡	4:35.6	1:31.7 2	50.7	23.2	2:01.2	22.4	12-3 ¾	52-7½ 6	5-11	152-3½ 4	21-3½	160-11½	(11) 12½
W. Va.															
Wisc.	14.9 2½	10.4	4:31.0	1:31.9 1	51.2	23.5	2:01.5	21.2 (h)	12-4 5	51-8 1	5-10½	160-2 10	22-2½ 2		(7) 21½
Wyo.	16.0	10.3	4:57.0	1:38.0	54.2	24.6	2:15.3	23.7	10-0½	42-10	5-8½	121-2½	20-5½		

(a) Maine holds three meets by classification and the best marks were taken.

(b) Michigan holds an Upper and Lower Peninsula meet and the best marks were taken.

(c) New Jersey holds four meets by classification and the best marks were taken.

(d) South Carolina holds two meets by classification and the best marks were taken.

(e) Connecticut has neither hurdle events.

(f) New Jersey and Texas do not have the 880 relay.

(g) California, New Jersey, Ohio and Virginia run 220 yard low hurdles.

(h) Wisconsin runs 200 yard dash—no points awarded.

(i) No points awarded for javelin as less than half the states have this event.

(j) No discus event for California, Indiana and Michigan.

# NEW FILMS

## Batting Fundamentals

**T**HE film "Batting Fundamentals" produced by Coronet Instructional Films is one reel in length with sound and may be secured in either black and white or color.

James Smilgoff, baseball coach of Taft High School, Chicago, and an instructor in the Chicago Cubs Training Camps as well as author of numerous articles on baseball in the *Athletic Journal* is the collaborator.

The film starts out with a discussion of the selection of the bat. The length and weight are discussed with suggestions for players to keep in mind in selecting their bats. The style of hitting is another item that should influence the selection of the bat and this is graphically illustrated.

The film moves along to the grip and there portrays the three types in use, the full length or "free-swing" grip, the modified grip, and the choke grip. Again the grip depends upon several factors such as size, strength and position in the batter's box of the individual batter. The errors of sliding the bat in the hands and turning the bat are shown.

One of the most important phases of good batting, stance, is thoroughly portrayed. The importance of keeping the hips pointing inward, shoulders level, and the arms away from the body is not overlooked. Some of the common faults of crouching and tenseness, also, are illustrated.

In the section devoted to the stride, among other things, the pulling of the stride foot for inside pitches for a right-handed batter and the slight inward stride for an outside pitch are reviewed. The opposite situation for left-handers receives attention also.

The importance of a follow-through and the value of meeting the ball a few inches in front of the plate are impressed upon those viewing the film.

Bunting receives attention. Among the bunts discussed are the sacrifice bunt, the push or drag bunt, and the bunt for a base hit. The time and method of making these bunts are clearly shown.

Throughout this excellent film, use is made of frozen action stills to drive home the important fundamentals. Much baseball knowledge is packed into this one reel.

Information and prices from Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

## Catching Fundamentals

Another excellent film produced by Coronet Instructional Films under the supervision of James Smilgoff. This film is likewise of one reel length with sound in either color or black and white.

The illustrations in Smilgoff's articles in *January* and this issue are taken from the film and are of Mike Tresh, White Sox, who illustrated this film.

"Catching Fundamentals" discusses in a thorough manner signals and the various signal systems in use among professional players. The proper method of hiding the signals from opposing coaches and the fallacy of pumping the signals receive proper attention.

The stance which is so important to catcher and pitcher alike is clearly shown. Good catchers bring their knees to a position even with the knees of the opposing batter. Against opposing batters of standard stature, the catcher's head will then be even with the batter's shoulders. This is well illustrated in frozen action with the strike zones drawn in.

Proper position of the hands and fingers are demonstrated and the method of handling low pitches, high pitches, fouls, and the bane of all catchers, the wild pitch, are fully discussed by the narrator while the action is demonstrated.

The ability to shift feet and weight in taking pitches is a mark of a great catcher. Mike Tresh clearly illustrates the correct method in this instance.

Many a catcher has failed to make the grade because of poor throwing ability. Considerable space is devoted to this part of the game. The overhand throw is clearly shown in detail. Methods of speeding up the throw such as use of the glove to force the ball in the throwing hand and position of the back so that it will be coiled ready to spring forward with the throw are illustrations of the detail with which the film delves into the subject.

The catcher's duties of fielding bunts, and protection of the plate, and proper methods of tagging the runner are covered.

Truly one of the great baseball coaching films. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

## "Play Ball, Son"

"Play Ball, Son" is produced by the

film division of that very popular school magazine, *Young America*. A different technique was used in the production of these films than that usually found in instructional films. Very recently Bert Dunne, a long-time student of baseball and a well-known authority among the professionals wrote a book of the same name. The book was so favorably received that the producers of this film based the film on the book. Hitting, throwing, fielding, and pitching are handled in two reels of sound films. Accompanying these are four silent "shorts" which break down the above fundamentals even further with more detailed slow motion and controlled speed shots. These "shorts" are clearly subtitled in a manner easy for a coach to add his own coaching commentary. The films have been kept at a moderate price. The sound films are priced at \$80.00, the silent films at \$30.00. However, if both are purchased, the total price is \$100.00 with ten copies of the 146-page book sent free.

The film has taken boys of fourteen years of age, and used them as models because Bert Dunne believes that is the proper age at which to learn the proper baseball habits, and he believes that models properly trained and thoroughly schooled offer the best teaching medium for youths of a similar age. That these models are thoroughly versed in the fundamentals is attested to by this statement of Joe Cronin upon viewing the film, "I think the techniques are above criticism." Even major league players who have seen the picture have said, "Those kids in 'Play Ball, Son' do things even smoother than many of our great stars."

"Play Ball, Son" discusses plate coverage, stride, the front hip, grip, bunting, follow-through, fielding, throwing, pitching, catching, play of the various positions, base running and signals.

A thorough film, excellently done. Young America Films, 18 E. 41st Street, New York 17, New York.

## The World Series of 1946 and the All-Star Game

An outstanding film in 16-mm black and white with all the thrills of baseball's two big classics. From a technical standpoint much can be gained by a study of the play of the country's best. Study in detail the use of the "William's shift" as employed by the Cardinals. Compare the

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*GoldSmith*  
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*scores  
again!*

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*MacGregor*  
*GoldSmith*

SCORES IN EVERY FIELD OF SPORT



hitting styles of Musial, Williams, Di Maggio, and others. Again we say they are all there—the nation's best. An excellent film to be shown at school assemblies at the start of the baseball season.

The film has been made possible

through Hillerich and Bradsby Company and may be shown without cost. In order to secure the film follow these directions. Estimate the number of showings and the number of days you will need the film. See your Hillerich and Bradsby dealer,

giving him the dates and also two alternative dates. As soon as the dealer confirms your dates, the film will be reserved and shipped in time to meet your showing needs. Reservations should be made at once for this film.

# Shooting Accurately

By Beck Parsons

Basketball Coach, Lassen Union High School,  
Susanville, California

**BECK PARSONS**, basketball coach at Lassen Union High School, Susanville, California, played varsity basketball at Stockton High School and College of the Pacific. During his seven years of coaching in California high schools, his teams have won five championships.

**B**ASKETBALL games are won by the team, the members of which put the ball through the hoop most regularly. Most coaches select their squad according to various abilities of the members, one of which is shooting. After the first selection a great deal of time is spent on fundamentals of dribbling, pivoting, passing, and the shooting of free throws. All too often very little, if any, time is spent in instruction on shooting from the floor. This fact is very deeply implanted in my mind because I played six years on high school and college varsities, but I cannot recall a minute spent in being instructed on shooting from the floor. After being graduated from college and going into coaching as a career, I found an article in "The Official 1942-43 Basketball Guide" by Everett S. Dean of Stanford University entitled, "The Pacific Coast One-Hand Shot." Since reading this article I would like to contribute a few findings, particularly for young high school boys.

If you have no faith in the one-hand shot stop reading now. If you are still with me, I would like to say that a high school freshman boy can learn to shoot rather well with this shot from a short distance in one to three hours. Normal, good, two-hand shooting takes from one to three seasons, if my memory serves me correctly.

This is the fourth season that my team has made over 30 per cent of the shots attempted from the floor in game competition. This season's 36 per cent average to date prompts me to endeavor to help young boys to gain confidence in shooting. A few Do's and Don't's will start us on a road to better shooting.

First, honestly believe the ball is going in every time you shoot. Don't just throw it up there. If you honestly believe it is going in, you certainly have to watch closely to see if it does. Shoot at the basket; forget the backboard.

Now let us consider the mechanics of the shot. The first concern for a beginner (I'm speaking of all high school freshmen) is your feet. The right foot will be forward, or closest to the basket; your left foot will be in a comfortable position, mostly to maintain balance. Don't point the right foot at the basket. Point it at an angle of about 30 degrees to the left

of the basket. What for? It is found that many boys "crank" the ball up and out to the right of the right shoulder if the toe is pointed at the basket, and this throws them off balance. If the toe is pointed to the left, a boy will find that his most comfortable position in shooting will be to hold the ball directly under the right eye, where it should be. You can't shoot a rifle accurately by holding it out to the right of your shoulder, and neither can you shoot a basketball straight without aiming.

Don't hold a ball the first few times you practice your shot. Hold your right hand out as if you were going to shake someone's hand. Now turn the palm down parallel to the floor, and "cock" your wrist back toward the right shoulder. Spread the five fingers comfortably, evenly spaced. Don't push your thumb down; get it up evenly spaced with the fingers. Your hand is now set; pull it back as close to the body as possible, keeping it directly in front of the shoulder tip. Your feet are at an angle to the left of the basket. If you draw a line across your shoulders it should point about an equal number of degrees to the right of the basket that your feet do to the left of the basket, as shown in Diagram 1.

Your left hand now comes into use, but all it does is to balance the ball against your right hand until the shot gets on its way. The left hand would, therefore, be under the ball and very slightly in front of it. In getting the shot under way, you will realize that your back sight is the

top of the ball and the front sight is the center of the basket. Check your feet. They can throw your sights off. The next step is to practice leg action in the rhythm that you will need in the shot. It is just a straight knee bend which will lower your head from three to six inches. This bend puts the body weight mostly on the balls of the feet. Practice this. Don't lose your balance. Now put your hands in position, get your feet set, and you are ready for your knee bend; and as you start to come up, your hands also go up in the execution of the shot. Don't push your hand directly toward the basket. You can't throw the ball in the basket. All you can do is to shoot it up, gravity must bring it down. In shooting the ball now, it is a wrist and finger flip helped out by the arm and leg action.

Now take the ball. Set your feet, turn your wrist clear to the left and "cock" it back. You will hold the ball with the left hand under, and the right hand directly behind the ball. The ball rests only on the fingers and not the palm of the hand. Now do the knee bend, with most of the weight on the balls of the feet, and shoot the arm in an upward motion toward the top of the arch that you plan on putting the ball. The wrist flip on the end of the shot is up to the individual. The forward spring toward the basket by the body should not be excessive, but a spring off the floor will be needed for longer shots. As your shot leaves the hand, concentrate on the basket. Follow through naturally; don't jerk your arm back. The last body movement should be toward the basket. Don't jump sideways; jump straight in the direction of the basket.

Because your right hand is turned as it is, there is practically no possibility of the ball going to the right side of the basket because your wrist can't twist any farther in that direction. The ball won't go to the left if you keep the hand palm turned as far as possible. The only thing you really have to figure is distance; so practice, and a developed muscle tonus will make you a good shot. Be sure to start out from a very comfortable shooting distance.

Have confidence in your shooting. Baskets win ball games.

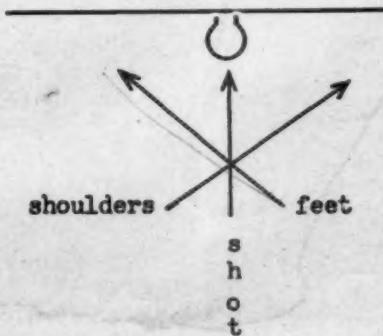


Diagram 1

## from here and there

(Continued from page 5)

on record as petitioning Congress to repeal the federal tax on admissions for elementary and high school activities.

\* \* \*

**WEST POINT** commencing July first, will require, regardless of the type of appointment, all candidates for admission to pass the following physical test. Jump vertically 17 inches, broad jump 6'9" from a standing position, and do 20'6" in the running broad jump. The 50-yard dash must be done in under 8.7, the 100 in 18.9 and carry a man pick-a-back for the 100 in 27 seconds. The future general must also be able to run 300 yards in 46.7, do 16 push-ups, high jump 4'6", do twenty sit-ups in thirty seconds, throw a softball 140 feet, a basketball 65 feet, and a medicine ball 33 feet, and finally climb a rope 10'6" long in seven seconds. . . . The annual meeting of the Ohio Association for Physical Education and Recreation will be held in Cleveland, February 21 and 22. Panel discussions will be conducted on spring sports, combative games, and college and secondary school problems. Further information may be obtained from the Bureau of Physical Welfare, Cleveland Board of Education. . . . New York State Basketball School is lining up their staff early. So far Frank Keaney, Clair Bee and J. Birney Crum are listed as instructors. The school will be held at Hancock, New York August 21-27. . . . Leo Johnson, coach of Illinois N. C. A. A. championship track team took third place in the broad jump at the Inter-Allied Games in Paris in 1919.

\* \* \*

**CONTINUING** the section of this column devoted to positions and applicants, three positions are open as center directors in the schools of New York City. Requirements are a B. A. or B. S. degree, matriculation at a recognized college or university for a master's or higher degree and twenty-four additional hours in the following fields of education, recreation, psychology, health and physical education, adult education, sociology and related fields. The nature of the work is operation of the afternoon playground, the evening community center and summer vacation playgrounds. The salary is \$3250 to \$4250 per annum with a cost-of-living bonus of \$350.00 at present. Applications should be made immediately to Board of Examiners, Board of Education, 110 Livingston Street, Brooklyn 2, New York. There is a \$6.50 application fee which must accompany application. Written tests will have to be taken the week of March 3. No. 8 has coached for ten years in high schools of 200 to 300 boys. Will have M.A. degree at end of summer. Is interested in a college or large high school position as head coach in football,



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basketball or track and assistant duties in others. Wishes to teach in health and physical education. Is at present director of athletics in his school. . . . No. 9 is a graduate of Northern Illinois State Teachers College. Qualified for coaching in football, basketball, baseball and track. Is desirous of position in and around Chicago area.

\* \* \*

**B**ILL WEBER, former Farmington State Teachers College and University of Maine athlete has moved from

Caribou, Maine, High School to handle basketball and baseball at Greenville High School. . . . John Bodnarik has left his duties as director of physical education for Charlottesville, Virginia, schools to assume similar duties along with coaching at Farmington, Maine, High School. He replaced Warren "Baron" Pearl, former Colby athlete who moved to Skowhegan High School. . . . Steve Bradley, famed Dartmouth skier in 1939 becomes ski coach at the University of Colorado. . . . A good number of schools are enlarging

their athletic programs or reinstating sports dropped during the war. Penn State is reviving fencing, skiing, swimming and hockey. St. Michael's College at Winooski Park, Vt., is resuming hockey. Hockey and fencing are back on the program at Lehigh after a lapse of four years. Ferris Thomsen, director of athletics at Gilman Country School in Baltimore will coach lacrosse at Pennsylvania University when the sport is resumed after a war-time lapse. The resuming of pre-war sports is good news.

# Federation Highlights

By H. V. Porter

Secretary, National Federation of State High School Athletic Associations

**R**EPRESENTATIVES of thirty-nine of the forty-four member state high school athletic associations attended the annual Federation meeting in St. Petersburg, Florida.

The speakers included many of the state executive officers and board of control members. In addition, Dr. Thurston Davies, president of Colorado College, delivered an address at one of the sessions. Another prominent speaker was Miss Alice Schriver, past-president of the Women's Division of the American Association of Health, Physical Education and Recreation.

Dr. Davies outlined some of the problems which are common to the high schools and colleges and some of the possible ways in which the two groups might co-operate for continued improvement of school athletic activities. He also gave a brief report on the activities of the National Collegiate Athletic Association, whose meeting preceded that of the Federation.

Miss Schriver outlined the viewpoint of the directors of girls' athletic activities and suggested a closer alliance between that group and the National Federation group.

Partly as a result of suggestions contained in these two addresses, the groundwork was laid for closer co-operation between the related groups. Conferences between officers of the National Federation and of the National Collegiate and between the National Federation and the officers of the Women's Athletic Division have already been arranged and it is expected that some good results will come from co-operative efforts.

Among the topics, included in the discussions, which followed interesting presentations by the various state and national high school officers, were the following: Expanded state association services; policies and practices in connection with state and national athletic publications; expansion of the summer program to include interscholastic competition while school is not in session; developments in

athletic accident benefit coverage; board of control policies and practices; values in strict adherence to sanction regulations; devices which are being used to facilitate tournament administration; methods of financing the state associations; values in the contacts which result from the quarter of a million publications which are distributed through the state and national organization; visual aids; and all-star and post-season problems.

The following items are a few of the many concrete actions which were taken as a result of the discussions during the series of meetings. The application for membership in the Federation by the South Carolina High School League was unanimously accepted and South Carolina is the forty-fourth state to be accepted into membership.

## Affiliated Membership

A plan to provide affiliated (non-voting) membership for certain territories and neighboring provinces was approved. At the present time, the province of New Brunswick, Canada, is an allied member which has been active in participation in the activities of the Federation. The New Brunswick Interscholastic Athletic Association has a type of organization which is quite similar to that of the state high school associations, and the exchange of ideas and the tendency to co-operate in matters of common interest have proved to be of value to all member state associations. A similar type of allied membership is being considered by other Canadian provinces. In addition, the high schools of Alaska are considering a type of organization which will make them eligible for allied membership. The high schools of the District of Columbia have opened negotiations for possible alliance which would permit more direct contacts with all of the other groups which are doing a similar type of work.

The group adopted a resolution urging

*THE readers of this publication will welcome this early report of the recent meeting of the National Federation of State High School Athletic Associations as presented by the secretary, H. V. Porter. The State Associations through their Federation are to be congratulated on having foreseen the disturbing elements in athletics and on having been prepared to remedy them, before they have developed too far.*

repeal of the federal admissions tax for high school activities. In this connection, the Federation will cooperate with other groups such as the American Association of Health, Physical Education and Recreation, and the National Principals' Association in an effort to show that this tax on a school exercise is detrimental to the program of wide expansion which is envisioned by those who are responsible for the high school activity program.

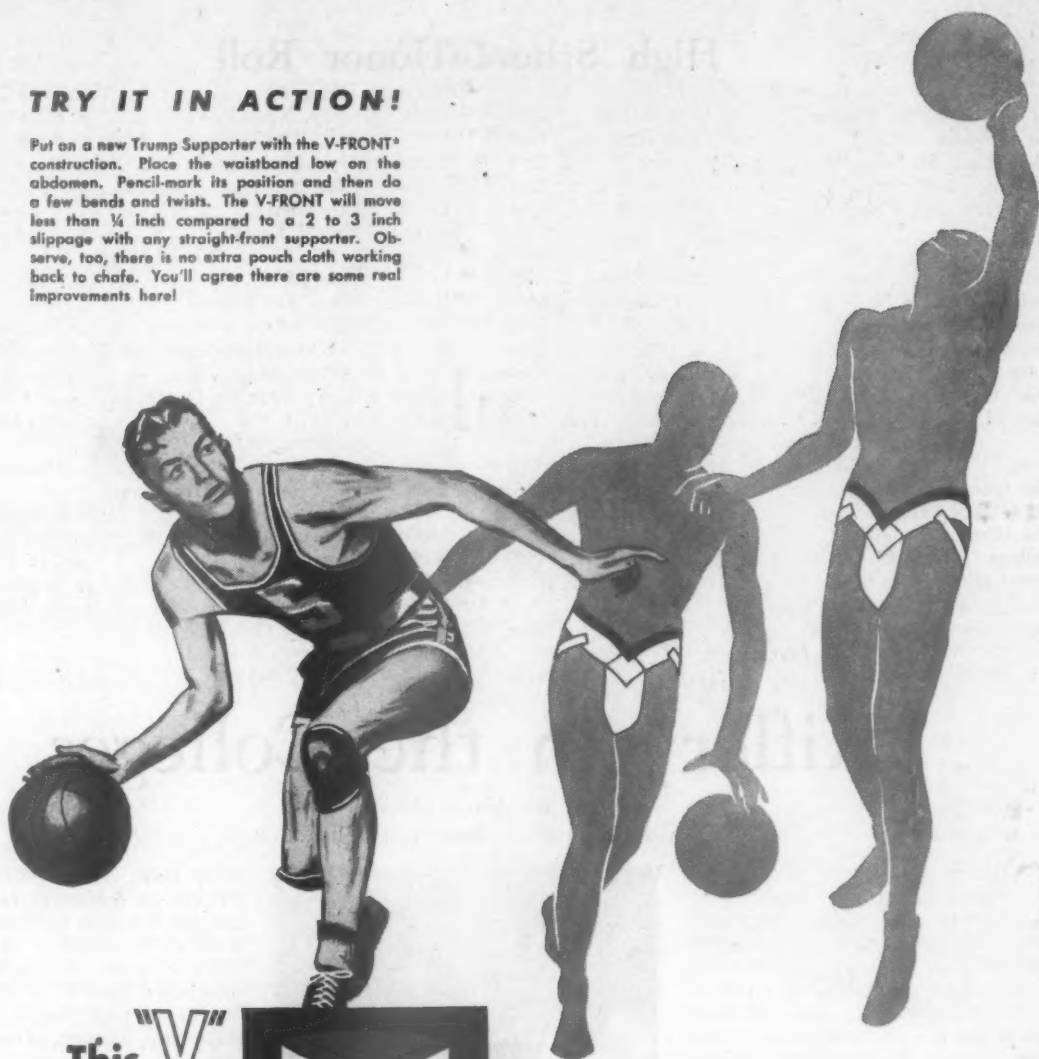
## Cardinal Athletic Principles

A sub-committee presented a statement concerning fundamental athletic philosophy and entitled "Cardinal Athletic Principles." This statement was adopted as representing the viewpoint of the National Federation. Its basic principles include the belief that the school athletic program should be closely co-ordinated with the general instructional program and be properly articulated with the other departments of the school. It also contains the principle that the school athletic activity should be based on the spirit of amateurism so that participation is regarded as a privilege to be won by training and proficiency and to be valued highly enough to eliminate any need for excessive use of adulatory demonstrations or of expensive prizes or awards. Another fundamental is that the school athletic activities should be confined to events which are sponsored and supervised by the proper school authorities rather than by organizations which are not connected with the school and which have interest in using the school teams for charity purposes or for promotional purposes. The high school athletic program should avoid the professional ele-

(Continued on page 45)

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## High School Honor Roll

(Continued from page 26)

Priddy (Bakersfield, Cal.).....	W. Coast.....	12-6
Held (Grossmont, Cal.).....	Aztec Relays.....	12-4 $\frac{7}{8}$
Bailey (East, Madison, Wis.).....	State.....	12-4
Cline (Mansfield, Ohio).....	State.....	12-4
Tilton (Burbank, Cal.).....	Hoover.....	12-4

### Shot Put

Helwig (Mt. Carmel, Cal.).....	State.....	59-5 $\frac{7}{8}$
Mueller (Elmhurst, York, Ill.).....	State.....	55-
Schuh (Bronxville, N. Y.).....	Triangular.....	54-11 $\frac{1}{2}$
Psaltis (Alameda, Cal.).....	A.C.A.L.....	53-4 $\frac{3}{4}$
Lampert (Abraham Lincoln, N. Y.).....	Eastern.....	53-1
Rivers (Fremont, Cal.).....	City.....	52-6 $\frac{1}{2}$
Levin (Wilson, Los Angeles, Cal.).....	Eagle Rock.....	52-6
Penny (Lawrence, Kans.).....	State.....	52-5 $\frac{1}{2}$

### Discus

Wilson (Washington, Milwaukee, Wis.).....	State.....	160-2
Holm (Southwest, Minneapolis, Minn.).....	State.....	159-7 $\frac{3}{4}$
Clay (Pampa, Tex.).....	State.....	153-11 $\frac{1}{4}$
Kline (Benton, St. Joseph, Mo.).....	State.....	150- $\frac{1}{4}$
Gardiner (McDonald, Ohio).....	State.....	148-8
Weiters (East, Wichita, Kans.).....	State.....	148-7
Finkes (Central, Columbus, Ohio).....	State.....	148-2
Harris (East, Wichita, Kans.).....	State.....	146-8 $\frac{1}{4}$

### Javelin

Cope (Missoula, Mont.).....	State.....	184-10
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Hampton (York, Pa.).....	State.....	182-1
Foiles (Granby, Norfolk, Va.).....	State.....	181-11 $\frac{1}{4}$
Leary (South, Utah).....	State.....	179-9
Harnley (Wyomissing, Pa.).....	State.....	179-9 $\frac{1}{2}$
Higgins (Elko, Nev.).....	State.....	176-5 $\frac{1}{2}$
Lloyd (Butte, Mont.).....	Helena Relays.....	175-9
Ziobro (Fairfield, Conn.).....	State.....	174-5

### Broad Jump

Lohr (Clayton, Mo.).....	State.....	22-9 $\frac{3}{4}$
Woods (Jordan, Los Angeles, Cal.).....	Bell.....	22-9 $\frac{1}{2}$
Ware (Manual Arts, Los Angeles, Cal.).....	Polytechnic.....	22-8
Narcissian (Wheat Ridge, Colo.).....	State.....	22-7 $\frac{1}{2}$
Beard (Rushville, Ind.).....	State.....	22-6 $\frac{1}{4}$
Green (Roosevelt, Fresno, Cal.).....	W. Coast.....	22-5 $\frac{1}{2}$
Boyer (Leuzinger, Cal.).....	Bay League.....	22-4
Hayes (Leuzinger, Cal.).....	S. Cal.....	22-3 $\frac{1}{2}$
Wade (East Palestine, Ohio).....	District.....	22-3 $\frac{1}{2}$

### High Jump

Lambeth (Maud, Okla.).....	County.....	6-5 $\frac{1}{2}$
McGrew (Lamar, Houston, Tex.).....	State.....	6-5
Schlange (Citrus, Cal.).....	CIF Div.....	6-4
Woods (Jordan, Los Angeles, Cal.).....	Bell.....	6-3 $\frac{1}{4}$
Calder (San Diego, Cal.).....	La Jolla.....	6-3
Ward (East Tech, Cleveland, Ohio).....	State.....	6-2 $\frac{7}{8}$
Gordon (University City, Mo.).....	State.....	6-2 $\frac{3}{4}$
Powers (Sargent, Neb.).....	Ord Inv.....	6-2 $\frac{3}{4}$

## Riflery in the Colleges

By Marie Haidt

Associate Professor Pennsylvania State College

THE increasing number of young women in a college student body desiring and seeking recreational sports varying in degrees of activity is quite revealing. Some of these students are inclined toward moderately active, as well as very active, sports, and, find pleasant diversion in each; some are interested in only the most dynamic highly competitive types of rugged team play. However, a large percentage of college women students give evidence of a great eagerness for modified recreational sports that do not require large muscle activity, great expenditure of energy, or, highly trained



motor skills. This inclination may be attributed to differences in their physical and psychological natures, and, in some instances to a lack of previous training which otherwise would have prepared and conditioned them for satisfying participation in the more rugged activities. The enthusiasm, however, of each group for its particular choice is equally great, equally significant, and, the end results equally satisfying to them.

Tradition has seemed, in many college situations, to have given preference to emphasis, facilities, and provisions for the more active types of recreational sports. Reasons for this precedence can be explained and reasonably justified. Highly



Illustration 1. Three club members are learning to sight. Note that the rifles are resting on top of sighting boxes and a student coach is assisting.

Illustration 2. View of the target end of the women's rifle range at Pennsylvania State College. This picture shows the targets in each of the five ways in which they are used. Target 1 is shown as it is when the season is closed. The door is raised and locked. Target 2 is shown as it appears when set up for "sight marking." Target 3 shows the slide and official target in position for prone shooting. Target 4 shows the slide and target in position for shooting from the sitting position. Target 5 shows the slide and target raised for shooting from the kneeling position.

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Illustration 3. Three members of the Women's Rifle Club prepare to fire. Note the ammunition blocks, rifle mats, and shooting jackets.

Illustration 4. View of the target end of the women's rifle range at Pennsylvania State College showing each target set up for prone shooting. Five marksmen are in the prone shooting position. Note the mats, jackets, ammunition blocks and the spotting scope being used by number 3. Actually the room was in complete darkness when this picture was taken except for the target flood lights. The marksmen have been moved forward to a shorter shooting distance for the convenience of the photographer.

Illustration 5. Checking the official scoring targets. Note the gauge being used to check a questionable score, the rifle jackets remodeled from old army jackets, the gun rack and guns in the background. Jackets are marked "M" and "L" for medium and large, and, are numbered so that a student may always use the same jacket if she so desires.

competitive team sports have predominated in the past because they are spectacular, they are exciting, they embody organized team play, and, because they involve great muscular activity which is be-

lieved by some people to contribute to one's physical development and health influences more generously than do the less rugged sports.

However, in recent years there has been

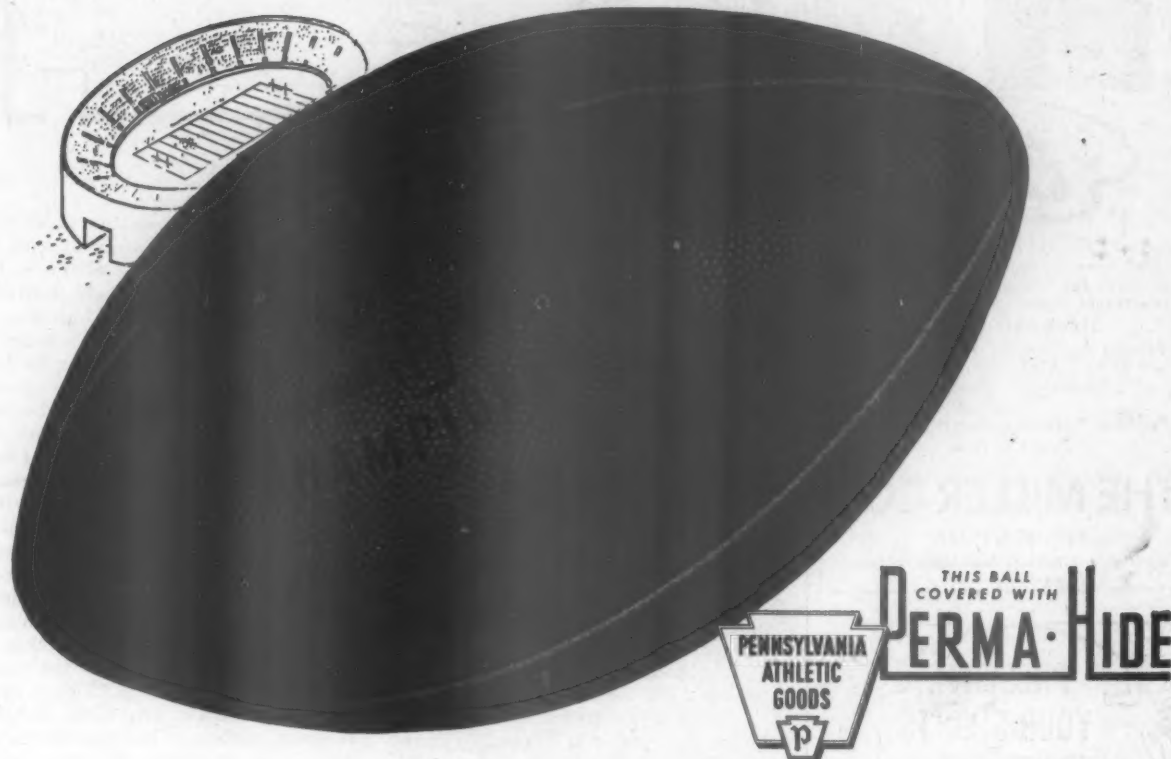
a growing trend toward individual and dual sports in college programs for women. Highly competitive sports will continue but they will have to move over and make room for more of the less active sports. By comparison more college women are looking for and requesting the less active, more rational, more utilitarian types of recreational sports than ever before. Not only do they seek these modified forms of activity in extra-curricular recreational programs but actually ask for them in their general physical education instruction classes. There is quick dispatch in their selection of them in preference to the team sports which immediately indicates the trend of choice in this modern day.

Many college programs have converted rapidly to meet this great demand. They have recognized that individual and dual sports, although possibly not as physically stimulating as the rugged competitive team sports, have a great many highly desirable merits and values, which in the long run, are perhaps more significant and more beneficial to the individual in every day life than those values or outcomes associated with the more dynamic sports. Individual and dual sports have great carry-over values and, therefore, are useful not only throughout the total college experience, but in adult life as well. They represent the more natural types of activity that are associated with one's social life; they are moderate, yet vitalizing; they do not require a large number of participants; they provide adequate physical and psychological outlet for most people. They are reasonable types of activity that may be enjoyed by young and old alike, boy or girl, daughter, mother or father, husband and wife, friends, neighbors, or, strangers. When the occasion arises, they are just as useful, or just as utilitarian to the individual as knowing how to walk, to talk, to dance, or in general, to intelligent adjustment and disposition to sociability and social expectations.

Rifery, or target shooting, is among these rapidly growing individual sports. Where colleges have been able to include it in their programs for women students the response and results have been very gratifying. This individual sport claims the enthusiasm of those girls who enjoy intense activity as well as those who find themselves inclined toward moderate activity. It embraces a wide range of merit which curiously enough offers a challenge to both types of individuals. Rifery calls for skill and qualities likened to these necessary for other sports, yet peculiar unto itself. Concentration, patience, relaxation, accuracy, steadiness, control, discipline are basic essentials for good marksmanship. This sport permits the girl of mediocre motor skills to compete on an equal basis with the girl of high motor skills. It is a self testing activity; the target provides an immediate objective measurement of this fact. The result is

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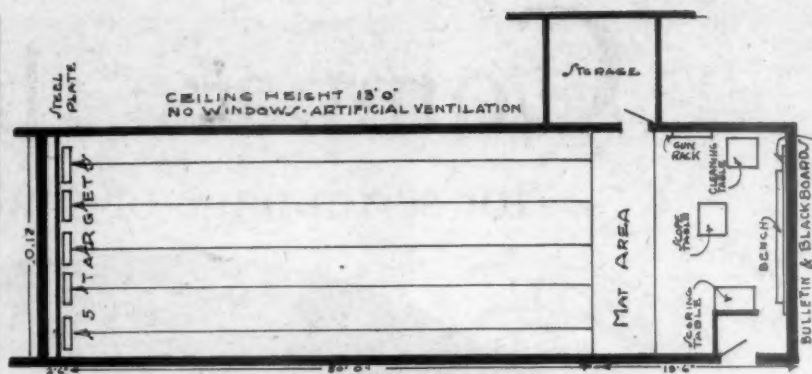


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often frank testimony of a girl's health and nervous stability at the moment and is therefore a tremendous influence in bringing it up to a good level if high and consistent scores are to be desired by her. The nervous, high strung participant in riflery, or the girl who neglects her sleep and normal health habits, and thereby spends her nervous energy too extensively, finds herself in an unsatisfactory situation in the range. Likewise, the wiry basketball player who depends upon her reserve nervous and muscular explosive power, such as that summoned into use in the last minutes of play and driving force in a basketball game, finds this power of little significance on the range. In riflery good results in the score require complete nervous control; the marksman must relax; she must leave a practice or match with a full reservoir of reserve energy and not with the last ounce spent. She must come to practice in good condition and go away in good condition. Students soon learn this necessity and are guided constructively by it in their health habits and practices. Riflery, although it is one of the less active sports, is strangely enough one of the most revealing. The kind of skill peculiar to it may test one's immediate physical condition, nervous and psychological reactions quickly and unquestionably. Because of this it can be a great influence upon physical fitness. The student herself is the judge of this testimony and often is so conscious of it that she herself admits her inadequacies and seeks to correct them. It is a recreational sport which to a degree judges one's immediate physical capacity for it without burning up all of one's energy to determine this fact, and, at the same time provides relaxation, release, fun, challenge, good competition and a very satisfying outlet from academic responsibility without becoming physically worn out.

#### Steps to Take in Establishing a Rifle Program

A very satisfactory and reasonable method of providing for a rifle program

for women in a college situation which will permit participation by many students is the establishment of a Rifle Club open to all women students regardless of their native skill in marksmanship. Most women do not know how to shoot; they are afraid of a gun. Careful instruction for the beginner is necessary. Many colleges have a rifle program for those students who are already equipped with a high degree of shooting ability but do not provide for the girl who wants to learn. A more democratic method is to open such an opportunity to all students and to screen out the skilled ones for match programs and leadership responsibilities. Such a club, if organized on a sound basis and judiciously administered can provide untold enjoyment for a large number of students and can be a real contribution to the total college experience for them. This is particularly true of the shy, timid, humble girl who is prone to be less aggressive, less athletic, and, therefore, less apt to find a place for herself in the more highly organized sports. The carry-over values in adult life will be most useful to all types of girls in hunting, skeet shooting, indoor and outdoor target practice, and many other forms of marksmanship.

To organize a college Rifle Club for women the following steps are suggested:

1. Secure the approval of the Women's Recreation Association, the Women's Athletic Association, or, whatever comparable organization on the campus sponsors the women's program of recreation. This is necessary for status, recognition, authority, and financial support.

2. Establish the club as an official organization within the total program of that larger organization.

3. Publicize the new area of recreation, solicit membership and call a general organization meeting.

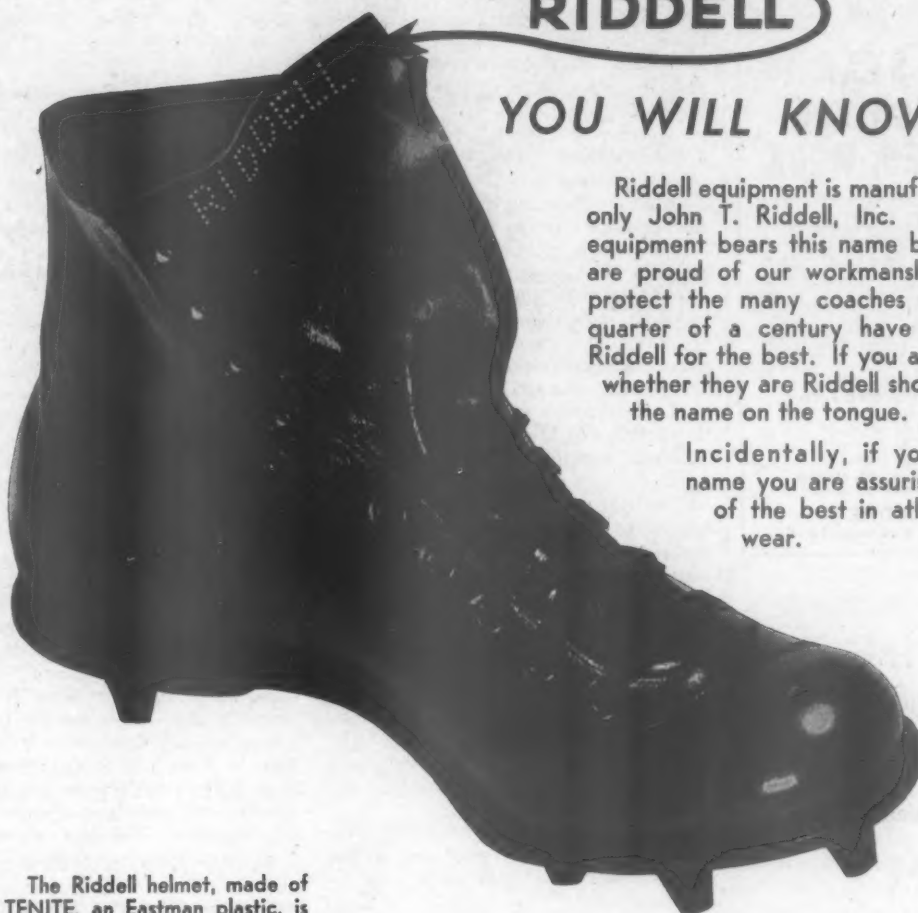
4. Elect officers, appoint standing committees, draft a constitution.

5. Prepare a program of instruction, campus competition (individual and intramural), telegraphic intercollegiate competition, and student leadership within the club.

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6. Secure an instructor. This may be an instructor of physical education, an army officer, or, any older person of status on the campus or in the community who has had experience teaching riflery.

7. Secure a desirable area for an indoor shooting range, or, solicit the use of any other range on the campus or in the community.

8. Secure equipment and supplies, or, solicit the use of those in a borrowed range.

9. Apply for membership in the National Rifle Association. Through this organization valuable information, literature, and advice may be obtained. It will give prestige to the club and provide an important contact and association.

10. Establish a systematic schedule of preliminary instruction and practice periods for students and for student leaders. For the former group, two periods a week are suggested and regular attendance if progress is to be made. For the latter group, at least two periods a week are necessary for match practices and one for training in giving instruction so that they may be adequately prepared to assist with the students who are learning.

11. Carry out a systematic program of instruction in sighting, mat positions, sling positions, breathing, trigger squeeze, et cetera. Teach each student to coach as well as to shoot so that they may be more helpful to each other in their total responsibilities in the range. Do not permit actual firing until these rudiments have been thoroughly mastered. By so doing the student will actually progress faster, to higher scores, and with greater enthusiasm and satisfaction.

12. Establish strict rules and regimentation for the range and dismiss at once, without second trial, anyone who deviates. This must be done if complete safety is to be desired. Safety is the first rule of the range.

13. Require that an instructor be present at each scheduled period and do not allow anyone to use the range unless properly supervised.

14. Demand that equipment and supplies be kept clean, neat and in place when not in use, and otherwise in proper order according to the rules of the range when not in use.

15. Establish a system of recording daily scores so that each student's progress may be readily followed.

16. Record daily the highest score attained to that date by each member. This evidence may be spread upon a blackboard or wall chart using different colored chalk for scores of 85-89, 90-94, 95-99, and 100. This will stimulate students to move to higher score brackets.

17. Arrange for intramural competition, and, an intercollegiate telegraphic schedule. Most of the large colleges and many of the small colleges have a women's rifle team and welcome competition.

18. Establish motivating influences, such

as visual aids, motion pictures, photographs, literature, newspaper articles and pictures, magazines and periodicals, charts, et cetera. Have an attractive, ever changing, stimulating bulletin board. Post superior targets.

19. Hold occasional business meetings, and social programs for all members.

20. Consult the National Rifle Association about various marksmanship tournaments and awards that are administered through their organization and interest your students in them.

### Riflery at the Pennsylvania State College

The Women's Rifle Club at The Pennsylvania State College is one of eleven extra-curricular activities clubs sponsored and supported by the Women's Recreation Association. The Rifle Club, like all other clubs, is established on the basis of its particular constitution. Each spring, at the close of the rifle season, a business meeting of all members is called to elect officers and to formulate a calendar for the next year. A final detailed summarization of the activities, schedule, match results, individual high scoring results, and head hours of participation in the club for the present year are provided and recorded on a special form provided by the Women's Recreation Association.

Rifle instruction at Penn State is confined completely to the extracurricular program. There are usually about 125 members. This number drops to approximately 80 members during the year which is about all that can be properly cared for in the facilities of the women's range in after school hours. Instruction groups are scheduled from 4:00 to 5:00, 7:00 to 8:00, and 8:00 to 9:00 o'clock P.M. daily. Each of these members report twice a week and many of them three and four times a week of their own volition.

The Rifle Club's program usually starts about the first of November and carries through to the last of April. Their program for the season includes scheduled instruction periods for beginners, scheduled practice periods for experienced marksmen, leadership assignments, individual, intramural and telegraphic intercollegiate matches, business meetings, and, occasional social programs. Their range has five firing points and is in the women's physical education building. It is accessible to the women members at all times for special practices and is not available to any groups other than those who are members of the club. All equipment is the property of the Women's Recreation Association. Ammunition is provided by the association gratis to all club members. There is no fee for membership or instruction. The women's physical education department provides all instruction and supervision.

Each of the clubs sponsored by the

Women's Recreation Association is established on a sound democratic basis, and each operates similarly. All women students are eligible for membership. In the Rifle Club beginners are assigned to instruction periods while the experienced marksmen are screened and assigned to practice periods. The latter group represents the honorary group of the club and call themselves the "Twenty Two-ers." They fire in all matches for the club. Beginners may join this group as they qualify. Experienced students may be displaced from it as they disqualify. Each club, then has a beginners group and an honorary group. The students in the upper group are also assigned as assistant coaches in the beginners instruction periods and endeavor to help them progress to the upper level. It is the objective of the new student to not only learn to shoot but to also qualify for this honorary group. It is the objective of the skilled student to retain her position in the honorary group and to assist the new girl to qualify for it. This practice encourages a very sound democratic principle and nurtures a fine philosophy of cooperation and helpfulness among the students.

#### Instruction Procedures

With five firing points it is possible to care for fifteen participants in a single period. They are divided into three "orders" of five girls each. The "orders" alternate in the various types of instruction. Preliminary instruction takes about five lessons, although more would be desirable if time permits, and proceeds through the following steps:

**LESSON I. ORIENTATION:** Examination of all equipment, supplies and incidentals is made and instruction given concerning the purposes, proper location when in use and when not in use. All safety precautions in the range are thoroughly explained. Regimentation, rules and regulations of the range and the use of rifles are thoroughly clarified. The various parts of the rifle, its care, cleaning, et cetera, are discussed.

**LESSON II. SIGHTING PRACTICE:** Each new member in the Rifle Club is required to go through the process of sighting practice and other basis rudiments regardless of her past experience with the rifle.

The primary objectives in learning to sight are to teach the student to find and to center the target, and, to condition the eyes. This constitutes a good aim.

In sighting practice the method of making "triangles," or, "triangulation" is used and with excellent results. In this method the principle of actual target shooting is reversed. In actual target shooting the marksman has a stationary target and a moveable gun, whereas, in sighting practice the gun is stationary and the target moving. The purpose is to teach the stu-



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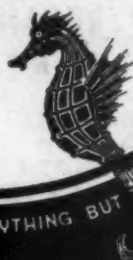
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dent to "draw" the target in line with the gun sights, rather than to move the gun in line with the target. In this procedure sighting boxes are placed directly in front of each firing point and in line with the target. The rifles are placed in notches carved in the top of the boxes. The students in the first "order" take their positions on the mats at each firing point and prepare to sight through the rear and front sights on the gun. Neither the gun or the box is touched. The students in the second "order" sit beside them on the floor and assist in giving directions. At the target end of the range sighting boxes or sighting boards are placed directly in line with the muzzle of each rifle. A large piece of white paper is placed on the front side of each box or board and is so located that the rifle muzzle is trained directly on it. The students in the third "order" stand behind the sighting boxes or boards holding a pencil in the right hand and a "sight marker" in the left hand. The sight marker is white and in its center has a black bull's-eye approximately the size of the ten and nine ring on the actual scoring target. There is a small hole in the center of it. Students in the third "order" place the marker directly in front of and against the paper moving it about as directed by the sighter in the first "order." When the bull's-eye is drawn in line with the gun sights and centered the sighter directs the marker to "mark it," whereupon she places the pencil point through the hole in the sight marker causing a pencil point mark, or period, on the paper. The sight marker is removed and this procedure repeated three times. If the sighter is sighting perfectly, obviously, the marks will fall on top of each other. However, at first they are slightly spread but in order to pass the test must be sufficiently close to fall under the eraser on the end of the pencil. When these marks are connected with a line they usually make a triangular which accounts for the name given to the procedure.

The three "orders" alternate sighting, marking and coaching and continue with this practice until they have passed the test. Actually the longer a student practices sighting, even if she is making good triangles, the better her aim will finally be. Repetition conditions the eye and trains it to find and to hold the target.

**LESSON III. SIGHTING PROGRESSION:** The bull on the sight marker is smaller than on the official NRA scoring target. Being smaller it does not represent a true picture of the final target, or bull, to be used. Therefore, in the third lesson an actual target is used with a hole pierced through the center of one of the five bulls on it. The same procedure of sight marking is then continued.

**LESSON IV. MAT POSITIONS AND ACTUAL SIGHTING:** Beginners instruction is given in the prone position only. Students are given full directions concern-

ing the proper body position for alignment with the target. Comfort and relaxation involving the position of the head, arms, wrists, hands, fingers, leg spread, ankles, feet and trunk are stressed.

(Continued in March issue)

## Federation Highlights

(Continued from page 34)

ments which tend to grow up in connection with any program which includes widely publicized "bowl" contests, barnstorming trips and distant contests which involve excessive time, attention or expense on the part of the school or which are claimed to be justified by educational travel values. The school athletic program should be planned to provide opportunity for many individuals to explore a wide variety of sports and to set reasonable season limits for each listed sport.

### All-Star and Out-of-Season Contests

The national group approved a statement concerning all-star and out-of-season athletic contests. This statement is based on study which grew out of a joint conference between the athletic directors of the Western Conference and of the state high school executive officers in the area served by the Western Conference. The statement is to the effect that all-star and out-of-season contests for high school students or for those who have recently graduated and who have built up their reputation in high school play do not harmonize with the generally accepted educational philosophy of high school athletics. Such contests are usually clothed in the garment of "sweet charity," but the equipment and the manpower of the schools is usually used and their success depends on the prestige which has been built for the players through their high school program. The high school groups do not believe that such contests are justified. If they did, they could easily sponsor them and the high schools themselves would benefit from the income which might be derived from them. Such contests tend to create false ideas of the commercial trading value of normal athletic prowess and tend to lead the participants to expect special privileges in return for professional services to be rendered the college or independent group which may bid for their services.

The officers of the Federation were authorized to act with a special committee which will consider the problems connected with a girls' athletic program and this committee will meet in joint conference with representatives of the National Women's Athletic Division in an attempt to work out a feasible plan of operation which will pool the efforts of the Women's Division and the National Federation.

Favorable action was taken on the proposal to modify the Joint Basketball Committee to include representatives of the



# 4

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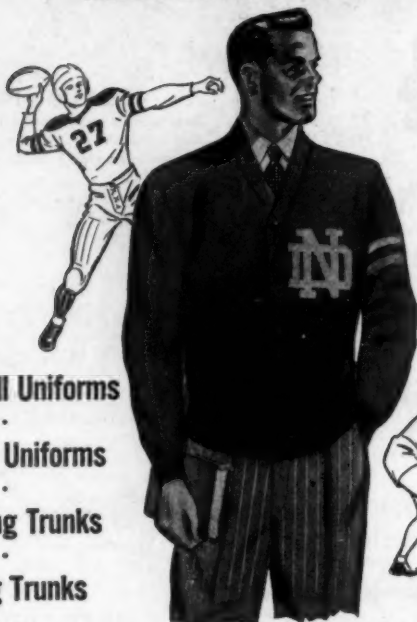
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Amateur Athletic Union. The National Federation representatives on the National Basketball Committee were authorized to continue the negotiations which will culminate in a workable agreement at the time of the annual meeting in March.

## Football Rules for 1947

At the conclusion of the regular sessions of the National Federation, the National Federation Football Committee met to draw up the rules for 1947. The official Six-Man Football Rules Committee also held its annual meeting to draw up rules for that sport. Among the important actions of the Football Committee are the following:

1. The wide popularity with which the liberal substitution rule of 1946 was received led the committee to retain the same rule for 1947. There was considerable sentiment in favor of permitting any number of substitutes to enter any time the ball is dead. However, the final decision was to retain the present limit of two substitutes per team, if substitution is made while the clock is running. If the clock is stopped, a whole team may be substituted if desired.

2. In connection with situations in which there is a violation of the substitution rule at the time the ball is snapped or free-kicked, the new rule will prescribe that the ball goes into play. Last year, the ball remained dead on the assumption that it was not legally put into play because of the illegal substitution. As a concrete example, if a replaced player of B should fail to clear the field before the ball is snapped, and if A should make a gain on the play, they may decide to retain the gain. Last year, the ball was always brought back to the spot of the snap for enforcement of the penalty.

3. The former restrictions on position of center, guard or tackle have been removed. A player who is listed for one of these positions now has the same rights as any other player as far as position at the snap is concerned. Such player may line up one, two, three, or more yards behind the line, provided one of the backs is placed in the line to make up seven line players. This is another step in the direction of giving the linemen greater opportunity to handle the ball. It will be possible for a coach to alternate a guard and a back as ball-carrier.

4. For a number of the snap or free-kick infractions, the ball will be allowed to go into play. Last year, nearly all of these resulted in the ball remaining dead and no gain can ever be made with a dead ball. The new modification will allow a team to gain distance after one of these infractions.

5. Two slight changes were made in connection with the return-kick. For 1947, it will be permissible for any team to drop-kick for a field goal on a return-kick,



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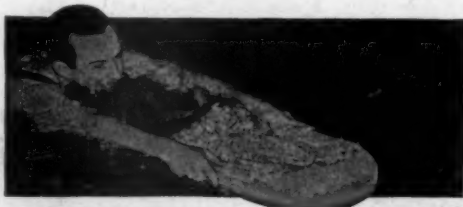
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if they have a player who is efficient enough to take advantage of the rule. It is not expected that this will occur very often but it is a slight step in the direction of encouraging more practice in drop-kicking from a moving position. Another modification will permit the kickers to advance a return-kick which may be blocked. Such advance will be permitted either team if the return kick is recovered behind the spot from which it is kicked.

6. The 1947 rules will contain a slight modification of the requirements of a fair-catch signal. The receiver who desires to make a fair-catch will be required to hold his hand at full arm's length above the head and to wave it in a sidewise motion. This is designed to take away any question as to whether a raised hand is meant to be a fair-catch signal or is merely a movement to shade the eyes from the sun.

7. Several other clarifications were authorized. One of these is designed to give the officials more assistance in determining what constitutes a new impulse in the case of a kick which comes down near the kicker's goal line and is then muffed, batted, or recovered, and fumbled so that it goes into the end zone of the kicking team.

The committee also authorized a manual on officiating procedure based on the use of three officials. This is on the assumption that a majority of the high school games are usually worked with three (rather than four) officials.

## Feinting the Defensive Man

(Continued from page 12)

back and vice versa. See Diagrams 1, 2, 3, and 4 for feints that precede possible dribbles from the guard and forward positions.

The feint may well precede many shots especially those that are very close to the basket. One of the most effective bits of deception in the feint is that when a man gets ahead of his opponent while dribbling fast into the basket. In this set-up, the dribbler moves at a fast pace until he reaches the basket, then he suddenly stops, feints to shoot, and then shoots. All this change in timing of the dribble and the shot will generally find the defensive man carried out of position by his own momentum. See Diagram 5. The offensive man must know how to feint to shoot, and then dribble, pass, or shoot; to feint to dribble, and then shoot, pass or dribble; and to feint to pass, and then shoot, dribble, or pass.

A very effective method of feinting the defensive man out of position when one does not have the ball is by the sudden change-of-direction running. By sudden change-of-direction running, the offensive

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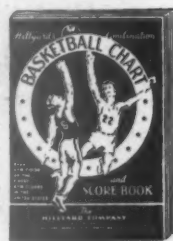
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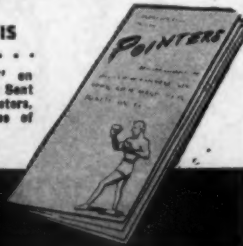
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man can run his opponent into other players on the court, or he can so badly feint his man out of position that he can get ahead of his man, and make himself vulnerable for a score. I am convinced that this method of losing the defensive man is one of the most effective in the game of basketball. The feint as used in sudden change-of-direction running is a particularly essential and effective weapon against a fast-pressing type of defense. The diagrams 6 to 21 show some effective feints that may be employed from the forward, guard, and post positions so that offensive men can get themselves into positions to receive passes. Diagrams 22 and 23 show feints from the post position that may precede a shot, pass, or dribble. Diagram 24 shows a double feint that may precede a shot or dribble.

When the offensive man meets a good defensive opponent who is physically his equal, he will find himself ineffective unless he has at his command those weapons that will constantly place his man at a disadvantage. To position the defensive man unfavorably, one must deceive and surprise him by constantly doing the unexpected, and this is made possible by the multitude of little feints that so effectively throw a "smoke-screen" around the act that is intended, thus giving more protection to the shot, dribble, or pass, and placing the offensive man in excellent scoring position.

## Mice or Men, Sheep or Goats, Colleges or "Clubs"?

(Continued from page 18)

won. Every conscientious president I know would welcome the peace that would come from greater security for the coach as a member of the college staff. Certain coaches, like certain presidents, I suppose, will find themselves sometimes discouraged by a lack of long-range community confidence, and, with a feeling of failure, will resign—but such a circumstance is vastly different from massacre by a mob.

Constructive currents are already in motion. Their momentum may be lost unless this Association moves to consolidate the gains. The Chicago meeting last summer of representatives from college athletic conferences, in which the National Collegiate Athletic Association had a part, must have led to an awareness, and an anxiety, that all is not well. There could be no other reason for calling the meeting, or attending it. The follow-up questionnaire must have stimulated serious stock-taking. It is useful to search our souls, a strengthening experience to state one's convictions, and a troubling thing to give testimony that is not sincere.

There are those, I know, who think the battle for the amateur ideal has been lost; that the ideal is not practical; that it is silly to shadow-box with reality. You can say that about any ideal; that it has never been fully won, and never can be. There are always good excuses for the faint-hearted, and the insincere.

A respected Ivy League university president, weary of evasions and evidently discouraged by some happenings in that conference this fall, said to me a month ago he feared the fight against subsidies has been in vain. What athletic directors and coaches cannot accomplish directly they can connive to get done by individual alumni and other groups, he said. The federally subsidized veteran athletes upset rules drawn for a pre-war situation, he felt.

The colleges might make a final compromise, he suggested, on the principle that, if an athlete were admitted strictly under regulations controlling all other admissions, and if then he maintained a scholarship record satisfactory for graduation, that would be the most that could be hoped. In the same conversation he said that two football players denied admission to his institution showed up this fall as members of a rival Ivy League team. But here again was an issue of good faith in enforcement, and here again the test of institutional integrity, not the written terms of a rule.

The athletic directors, graduate man-

agers and coaches will be the indispensable front line of any real reform, with the faculties and the presidents in next rank support. Both will be backed up by a very large public and alumni constituency, little heard from until now, but ready to battle for the right things if the issue can be clearly stated and understood.

That issue is the issue of the amateur code. How prophetic the Carnegie Foundation in its historic and largely unheeded Bulletin No. 23:

"The proposal that the amateur convention in college sport be abolished is a counsel of defeat," the Foundation declared. "The abolition of the amateur code . . . not only will destroy the best that is now gained from college sport, but would bring with it a new set of evils that would be infinitely worse than any that now obtain."

The code has never been really abolished, but it has been sufficiently bypassed to bring many of the evils that were foreseen. It is the lesson of life that evils can be overcome, and education shares with religion and morality that obligation.

We have much to build upon. The great majority of the member-institutions of this Association can be counted upon, I feel sure. Constructive consultation among the major athletic conferences, following upon the Chicago meeting and this one, can end

the unethical athletic scholarship "racket" and legalize the right kind of recruiting. In my judgment the recent joint Army-Notre Dame announcement has been unfairly garbled and gossiped about. That statement was a forward step and it should receive the commendation that its straightforwardness deserves, without the silly speculation about who's afraid of whom.

Another season should see the restoration of pre-war eligibility and participation regulations. That will be a big help toward a return to common sense. The G. I. Bill-subsidized veteran is no real problem. As a group the veterans are serious-minded, increasingly adult, less and less interested in athletics, now and later a credit to the campus. They deserve the concessions which most colleges have made in providing special counseling courses, and housing, for example, at heavy costs which the federal government falls far short of reimbursing. The veteran deserves the breaks—but not in athletics. His subsidy is the equivalent of "money from home." It is *not* money from the college. Let him fight for the privilege of playing on the team as does any other student, upon the same terms and conditions, without any sentimental special favors.

Fifteen bowl games are the "wrong-way" to start the New Year, I submit. For one, I am hopeful that the better colleges and conferences will cut loose from that kind

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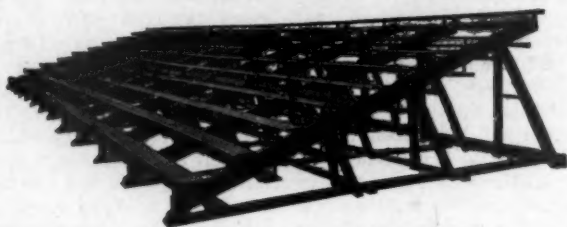
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of competition. It is a far cry from the carefully conducted national tournaments and meets conducted by this Association immediately following the close of the various sports seasons.

The newspapers, the sports writers and radio reporters can be counted upon, I firmly believe, to give strong support to a campaign for the best, and no less, in college athletics. Their first assignment is to report the news; and such an effort would be news. If the press has been cynical, confused, or careless in the matter of the amateur concept, it has reflected the cynicism and carelessness of the colleges.

Despite occasional academic witch-hunts and ignorance of the importance of academic freedom, the press of this country has respected the dignity—and necessary disinterestedness of universities, has given generous aid to their high aims and has helped immeasurably to underwrite their integrity. The press and radio have built the enormous present public interest in intercollegiate athletics. They will help to salvage its soundness.

Under Article II, Section 3, of our constitution, the committee conducting any National Collegiate Athletic Association tournament or meet may reject any application for entry "to the end that the competition therein shall best promote the welfare and interest of the sport involved." By this authority the Association can act at once to challenge conformance by member-institutions with its code of amateurism. Due notice of intention so to act should be the mandate of this convention, I deeply believe and urge.

But the real spadework must be done at home. The real work is where we live—in our own schools, large or small. The big crowds are too much blamed for the evil of over-emphasis. I have served in a fine small state university, too, in a conference of small schools in most of which the gate receipts were insufficient to carry the full costs of a legitimate intercollegiate and intramural sports and physical education program, and where the regular academic budget had to be drawn upon. The pressure to win at any cost and to cut the corners of the amateur code can be just as insistent there, and just as hard to resist.

The coaches and those immediately responsible for the management of our athletic programs must lead out in this effort. Just as the president of the university looks for improvement and leadership to those professionally qualified and responsible in any area of the academic program—in science or the humanities, for example—so he must do in athletics. But he must encourage and stand by those with the intelligence and courage to lead out. As a major spokesman to the alumni and the public, he can back them up where they need support the most.

More than this he can pull the whole faculty, which has more power and secu-

city than any coach or president, into the picture. "Institutional control" should be faculty control. Faculty athletic committees serve sometimes merely as complaisant "stooges." Sometimes they are men not really representative of the true strength and character of the American college faculty. Too often they are not really responsible to the faculty as a whole. It is peculiar, isn't it, that there is no real public distrust of higher education except in the conduct of athletics which are too often regarded as something apart from the main purposes of our institutions; "on the wrong side of the tracks." To get them back on the campus is the problem. Given that assignment, made a real partner in that program, the faculty can work wonders.

This convention can help to start us all on the right road back. Organized higher education as a whole needs that help. There was a custom in one of the Western states, I recall, of asking the governor and the president of the state university each year on Washington's birthday to address the patients of the state mental hospital or asylum. This was a harder assignment for the governor than for the president who was more accustomed to dealing with people of strange ideas and mental aberrations. Beginning his patriotic address, the governor asked the rhetorical question: "Now why, my friends, are we here?" Whereupon an inmate arose at the

back of the room and answered, "We're here because we're not all there." Maybe that's a good reason for our being here as well. If we have strayed in athletics from sanity, if the stresses and strains have unbalanced us, it has been through no sinister intent. We are still sound and strong enough, I am confident, to prescribe our own psycho-therapy.

I have spent no time in these remarks in a justification of inter-collegiate athletics or a defense of their rightful place in our educational pattern, being, with you, a firm believer in their value. Despite the lesson of war-time selective service rejections, we have yet to develop in this country an adequate appreciation of physical recreation as an offset to the nervous stresses of modern society in the improvement of public health.

Plato saw that centuries ago when he said that "games and physical training are not merely necessary to the health and development of the body, but to balance and correct intellectual pursuits." The mere athlete, he warned, is brutal or Philistine; the mere intellectual, unstable or spiritless; and the right education must tune the two strings of both body and mind to a perfect spiritual harmony.

Our intercollegiate contests which are sponsored by educational institutions exemplify this relationship and provide a powerful incentive toward healthful recreation, starting with the student and

spreading into our whole society. The greater their public patronage, the more widely learned the lesson, provided that the emphasis is honestly educational.

But there is something beyond this that we prize: the shining lesson of sportsmanship; of "friendship through contest" as it is carved high on the stadium tower of my own Alma Mater; of loyalty, shoulder-to-shoulder in the stands and on the team—loyalty to an institution and an ideal bigger and finer than ourselves, to the whole high purpose of your college or university and mine.

We have lived in these last years through a time of broken promises, of treaties betrayed, of dishonor and disappointment, of a desperate struggle that knew no rules, no mercy, no sportsmanship. How sorely we need a renewal of our faith in human honor!

In just such a time of weary disillusionment, following the First World War, the late John Galsworthy, that sensitive British writer and gentleman, said something that summarizes my plea today.

"Sport," he said, "which still keeps the flag of idealism flying, is perhaps the most saving grace in the world today—with its spirit of rules kept and regard for the adversary, whether the fight is going for or against."

It is a new summons, not only to the letter, but the spirit of sportsmanship that confronts us in these times.



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## CATCHING SKILLS

(Continued from page 10)

knee as the ball settles into the glove. On thrown balls from the right side of the diamond, in using this technique, the catcher should drop down with the right knee on the ground, and turn to the left to tag the incoming runner. On thrown balls from the left-field side of the field, the catcher should drop the left knee to the ground and make the tag.

In making the tag, the catcher should grip the ball in the glove with the bare hand, and make the tag with the ball in the bare hand (Illustration 12). This helps avoid fumbles on close plays at the plate, particularly when body contact between catcher and runner is involved.

On plays where a runner tries to run through, or over, the catcher, the latter must learn to avoid heavy body contact with the runner by pivoting backward and away from the runner on either the right or left foot while making the tag.

### Backing Up

**First Base:** On all ground balls hit to the second baseman with no runners on base, the catcher should leave his position, and run to a point behind the first baseman to back up in case the ball should get through the first baseman. In order to be effective as a backer-up on this type of play, the catcher must leave his position quickly (Illustration 13). He should run hard after the ball is hit so that he can reach the backing-up spot in time to retrieve a wild throw. He should be in direct line with the second and first baseman, and behind the latter in foul territory, far enough to have time to recover the ball quickly if necessary. Usually, about thirty or forty feet behind the first baseman is a sufficient distance to be a

backer-up. Aimless running which puts the catcher in a poor position to back up plays results in wasted energy; thoughtful backing up will achieve its purpose.

On throws from the shortstop and third baseman the catcher will usually have little opportunity to back up; yet, most of the better catchers are alert even to these infrequent possibilities, and follow the runner to first to back up if necessary. *Great catchers never overlook any possibility or opportunity to back up plays.* Occasionally, a thrown ball from the shortstop or third baseman may carom off the first baseman's glove, the dug-out, the runner, or a wall, and roll toward the catcher's backing-up spot behind first base in foul territory.

**Second Base:** Here, the catcher usually has no direct responsibility in backing up or covering up, although he should know the right backer-up and remind him of his duty. The catcher's job in this situation usually is to size up the play in advance, and yell out backing-up instructions as the play progresses. On balls thrown to second base from center field, the catcher should be alert in case the ball should get by the infielders.

**Third Base:** On a bunt or slow-hit ball to the third baseman with only a runner on first base, the catcher starts for the ball, but he should continue on to cover third base if the third baseman fields the ball.

**The Pitcher and Cut-Off Man:** On all balls thrown from the shortstop or second baseman to the pitcher, the catcher should back up by lining up with the throw.

While calling a "cut-off" play on a ball thrown to home plate, the catcher should bear in mind that he is the backer-up for the cut-off man.

## —TRACK TIPS—

(Continued from page 11)

two hurdles is not satisfactory psychologically because it does not look like a hurdle. By using safety hurdles on grass for practice, any competent coach who pays careful attention to fundamentals can develop point-winning hurdlers from even below-average material.

### Pole-Vault and Broad-Jump Check Marks

Laying out check marks on pole-vault and broad-jump runways with a tape measure is unsatisfactory frequently because of varying conditions of both footing and spring in the competitor's legs. A more efficient method is for the vaulter or jumper to obtain his check marks by running back along the runway, starting at

the pit. For example, after being completely warmed up, the pole vaulter, starting with his heels on line with the butt end of the pole box, runs up the runway until he feels that he has reached the point where his vault would be most comfortable and most efficient; then he jabs the pole onto the runway just as if he were starting his vault. Of course, he at once drops his pole and stops his run gradually. The far check mark for the average vaulter is a point on the runway one foot beyond the place where the end of his pole strikes. If the vaulter uses an intermediate check mark, such mark is obtained by an observer. The observer first notes where the vaulter's eighth or tenth step strikes, then he measures the distance from that point to the butt end

of the box, and finally he transposes the measured distance forward from the far check mark. Should there be a wind up or down the runway, small adjustments of both check marks must be made, such adjustments being determined by trial runs.

The broad jumper learns his check marks in a similar manner. When he reaches the critical point, he makes a short and easy jump from the runway obliquely to the turf. His take-off point is his far check mark. An intermediate mark may be obtained in the manner described for the pole vault, except for most jumpers it is six or eight steps from the starting point.

Vaulters and broad jumpers can quickly and accurately obtain their check marks by the method thus described regardless of whether the runway is slow or fast, mushy or springy. Each set of marks at the same time is automatically adjusted to the way the competitor feels.

### Breathing

All too many young runners contract their abdominal muscles when inhaling. This fatiguing fault is likely to result from practicing chest expansion. Because a lad can increase his chest measurement by

pulling in his belly, he is apt to breathe accordingly. Correction of this mistake can be made by instructing the track man to breathe effortlessly, deeply, and relaxingly.

### Relaxation

In my opinion, relaxation is by far the most important fundamental of track and field athletics. Yet we find many coaches who overlook the necessity for stressing relaxation. This is because they themselves did not have to consciously practice relaxation when they were competitors. Coaches usually are recruited from among the best athletes—the best are often those who remain naturally relaxed during competition. Having never been handicapped by tenseness, they are likely not to realize how much failure to relax lessens a track man's effectiveness.

Relaxation may be taught. I have found that, if a man relaxes his abdominal muscles, and his fingers and wrists simultaneously, he tends to relax all of his body. Teaching a young athlete to relax his abdomen, fingers, and wrists during competition will cause him to be a much smoother performer and, above all, will enable him to avoid the undue fatigue caused by tenseness.

Mental attitude, outlook, the thing upon which a man concentrates, all have a decided effect upon relaxation. The athlete who thinks of *effort* is likely to use his muscles as if he were lifting a heavy weight, and as a consequence is nearly sure to be straining. Conversely, the man who thinks of *speed*, or *snap*, or *spring*, usually can train himself to obtain speed, snap and spring without strain. For example, this afternoon I was kicking a football with my son, aged fourteen. He was putting everything he had into his punts with fair results. "Hey, Bill," I said, "Do not try so hard. You are not kicking a bag of sand. Just see how fast you can move your foot." "Yes, Dad." The ball spiralled over my head, ten or fifteen yards farther than any of his first punts.

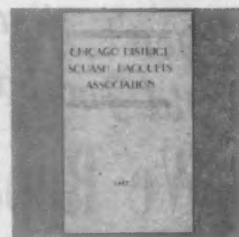
The runner when fighting near the end of his race, using all of his will power to win, should not think, consciously or unconsciously, "Harder, harder." He should say to himself, "Looser, faster, looser, faster." By this mental attitude and conscious striving for relaxation he can teach himself to avoid putting on brakes by tying up as he approaches the finish line. Likewise, the field-event man must also avoid thinking of effort; he should always concentrate upon smoothness and upon speed, snap, or spring. Even shot putters

## NEW ITEMS IN EQUIPMENT AND IDEAS

THE new Converse "Handball Handbook" contains 30 pages chock full of handball hints. The history of the game; seven pages of fundamentals with excellent drawings depicting basic shots; style in handball; handball rules; pictures of A.A.U. winners and letters from sports authorities on the benefits of handball make this a valuable addition to any sports library. Price 15 cents. Distribution through dealers, athletic clubs and Y.M.C.A.'s or Converse Rubber Company, Malden, Massachusetts.



AS A MEANS of increasing interest in squash racquets the Chicago District Squash Racquets Association has prepared an interesting booklet on the sport. History of the game, rules of play, basic playing strokes and fundamentals, and facilities are amply discussed. Through the courtesy of A. G. Spalding and Brothers in underwriting the cost these booklets are free and may be secured by writing John Fowler, A. G. Spalding and Brothers, 180 North Wabash Avenue, Chicago 4, Illinois, or by using the Buyers Guide.



THESE shockproof and moisture proof, 15-jewel Elgin stop watches are the answer to the track and swimming coaches prayer. These watches are new, unused air corps surplus, which makes the price so reasonable for this remarkable watch. No fancy buttons to press, the stem starts, stops and returns the hands. Used by more than a hundred leading colleges. Price \$18.00. R. M. Sullivan, P. O. Box 21, La Grange, Illinois.

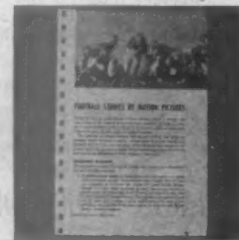


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BEFORE



AFTER

should mentally stress relaxation, smoothness, and snap, rather than effort. The successful teaching of relaxation will win many points—and meets.

### *Patience*

I have found that patience in teaching is an invaluable factor. A track or field-event man cannot be developed in a year, nor can he in that time be taught all that he should know. It is better to teach a little well, rather than much, poorly. Therefore, the coach should determine how much each individual can assimilate the first year and thoroughly teach him that much, reserving the more advanced instruction for subsequent seasons. Over-coaching is a serious fault because it causes the athlete's mind to be so cluttered with *Do's* and *Don't's* he is apt to forget his goal. But he cannot afford to forget his goal, nor can we, because that goal is to be a winner.

## Squash Racquets

*(Continued from page 24)*

and should not be, limited to private clubs. As in many universities it could be included in the winter athletic programs of high schools and recreation centers. As a source of exercise, the writer knows of no other indoor court sport where one might in forty-five minutes to an hour get such an excellent work-out without an exhausted feeling. Beginners of high school and college age, having once learned the fundamentals of squash, will include this game in their winter activity for many years to come. Men over thirty-five, who have always been active in sports play squash several times a week for enjoyment and competition. It is an excellent conditioner for those concerned about extra poundage.

Stimulated by the efforts of the Chicago District Squash Racquets Association competition, in this city has grown in the past several years to include a league of private and public club teams as well as inter-club and inter-city tournaments. The Western Squash Racquets Association has done much to further the game in schools and YMCA's and annually holds the Western Championships with entries from many of its member clubs which total forty in number. As a measure to promote squash racquets particularly in the mid-west and western territories, A. G. Spalding & Bros., under the auspices of the Chicago District Squash Racquets Association, has printed a booklet containing court dimensions, rules, and fundamentals of squash. This booklet is available free of charge by writing John Fowler, A. G. Spalding & Bros., 180 N. Wabash Ave., Chicago, Ill.

Illustrations accompanying the article are of James Mitchell, outstanding player and, professional of the Chicago Athletic Association.

## From Head to Ankle

(Continued from page 14)

Coaches, officials and manufacturers, in fact everyone connected with athletics has worked to reduce injuries. The coaches have made a tremendous contribution in this regard by use of warm-up drills, better playing facilities and closer supervision of their charges. The officials, through improved rules and closer scrutiny of the game, have done their share. The manufacturers, through constant research in better and safer equipment, have been responsible in no small measure for the reduction of injuries.

The foot in many instances has been neglected and yet the foot is one of the more intricate parts of the human body, containing as it does twenty-six bones and several times that number of ligaments. Schools that have purchased shoes have found they have more control over that item of equipment and as such are able to replace run over heels or shoes that might pinch growing feet. Furthermore, with schools purchasing the equipment an assurance is given that each athlete will presumably be fitted with correct and proper merchandise. This is not always the case when the athlete buys his own shoes.

With the rapid strides made in reconditioning and disinfecting, coupled with the increased gate receipts, more and more schools are now outfitting their teams from head to toe.

## A Course in Equipment

PHYSICAL education has become one of the most popular courses offered in colleges and universities. The courses themselves have changed to meet the changing times. More attention is being devoted to administrative activities. Some schools are very wisely including training and training room techniques in the curriculum.

The graduate who goes into secondary school coaching must be trained to fill a number of jobs in all but the larger high schools. In a good number of secondary schools, the coach will be, in addition to coach of the teams, the athletic director with its duties of scheduling, budgets, maintenance of facilities, procuring officials and promoting athletic contests. He will undoubtedly handle physical education and intramurals. It is also quite probable that he will have to do a good share of the training activities and should be thoroughly versed in taping and first aid. Most physical education courses are now covering these varied phases of the athletic program. With possibly a few exceptions, little attention is paid to equipment. This is one of the important adjuncts of a coach's duties as any coach who is not blessed with an equipment man will verify.

All schools offering a degree in physical education should allot a certain amount of time to a study of equipment and its care. Many a new coach has attempted to balance a small budget by buying cheap equipment from fly-by-night concerns to learn to his dismay that this type of economy does not pay in the long run.

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